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ABSTRACT

This report on special education services in Oregon provides a statement of what has been accomplished and a baseline measure for use in gauging future progress. It offers a long range plan for special education, focusing on secondary and transition programs, severe emotional disturbance, low incidence populations, family involvement, the talented and gifted program, early intervention, and supported education. It describes Oregon's comprehensive system of personnel development and the Oregon Department of Education's responsibility for compliance with federal and state regulations. School-based programs for students with disabilities and students in talented and gifted programs are reviewed. Several state-operated and state-supported programs are examined, including: hospital programs, regional programs, private agency education programs, the Education Evaluation Center, early intervention and early childhood special education, juvenile corrections, Oregon School for the Blind, and Oregon School for the Deaf. Compensatory education services are discussed, such as American Indian education and programs for limited English proficient children. Early childhood education services are then discussed, including parent education, the Head Start Collaboration Project, and health services. The final section describes special projects in the areas of traumatic brain injury, Very Special Arts, Medicaid and Third Party Billing Project, assistive technology, and the National Teacher Examination. (JDD)

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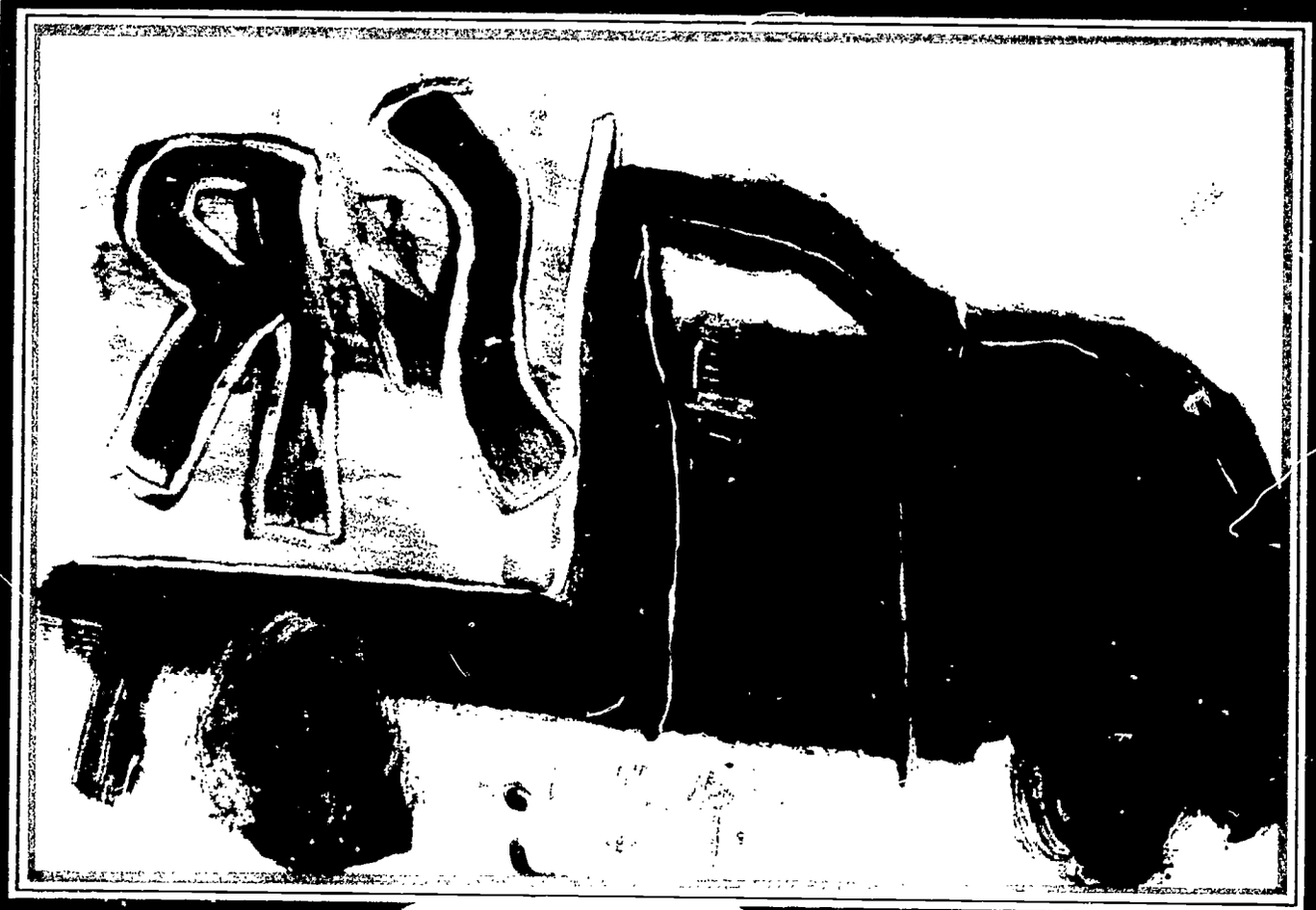

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1994 Status Report on Special Education and Student Services in Oregon

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Special Education and Special Student Services

1994

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About the Artists

Four students contributed creative works for the 1994 Status Report. The Oregon Department of Education is pleased to recognize these students and their performances.

Cover Art—*The Truck* was produced by Ray Black from Elgin, Oregon and obtained by Julie Gottlieb, Director of *Very Special Arts—Oregon.* Ray is 18 years of age. He lives with his parents Daniel and Ruby Black, a brother 15 and a sister 13 years of age. Ray likes to draw, especially trucks and cars. He is very close to his grandfather and gained his knowledge about trucks and cars from him. Ray hopes to go into automotive and small engine repair. He helps with maintenance around the house. He installed a new starter and handles oil changes on the family car.

Over the summer Ray manages his grandmother's yard work. He enjoys bicycling and tends to keep to himself. Ray participates in the Blue Mountain Special Olympics. He enjoys skiing, fishing and travel. Ray was born in northern Idaho and grew up near Look Out Mountain. He likes to visit family and return to Kellogg, Idaho for vacations. He also enjoys Anthony Lakes.

Anthony Washington created *The Four Children* (page 73). Anthony is 20 years old and listens to jazz, blues, black gospel and rhythm & blues. He enjoys reading, dancing and art. Anthony would like to attend an art school, study sociology and become a counselor working with gang members since he was once a gang member. Anthony loves animals.

Joan Dalton, the principal at MacLaren describes Anthony as a "motivational speaker." Anthony speaks to gangs. He knows the culture, the hand signs and is familiar with the psychological chains connected with membership. Anthony launched a group called Peace My Brothas as a positive force on campus and an alternative to gang membership. He hopes that Peace My Brothas will reach beyond MacLaren. Anthony's little brother is 15 years old. Anthony hopes that he will stay in school and take advantage of the opportunity to obtain an education. His wish for his younger brother is that he believe in himself.

Anthony talks about his artwork and the four children in his drawing. He says that the middle child, the African-American child, is his own daughter. In his art he wants to show a uniting of all cultures. He hopes to help young people recognize the importance of culture and school. He hopes to encourage youth to take advantage of opportunities and to see the beauty of the life they have. Anthony Washington was asked to submit work for a California art magazine and for a show at the Lawrence Gallery in Yamhill County.

The Lion (page 75) is a mask constructed by Bill Key, 18 years of age. Cindy Nielsen, Bill's art teacher described the mask project. The assignment was to explore the function of masks—to conquer the power of the animal. Students were asked to "get inside the animal" and to imagine becoming the animal they selected. To Bill, the lion is angry, the lion roars, he feels bad, lies around and feels sad. The tear portrays this sadness.

Bill finds math a very challenging subject. He shows a special aptitude in construction with fibers and expressive materials. He hopes to be a landscaper and an artist someday. Bill has been a football star and enjoys football and *Sports Illustrated.* He reads and spends time in self-expression. Bill has four brothers and three sisters.

Kara Russo composed *Restless* (page 54). Kara's words provide insight into her world and communicate her way of reflecting upon her experiences in that world. In her own words Kara describes herself:

> *I am 17 years old. The reason that I started writing poetry is because it is a good way to express my feelings and because I love to write. My future dreams and goals are to become a famous writer and to be a child psychologist.*
>
> *Kara Russo*

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Section I
Special Education

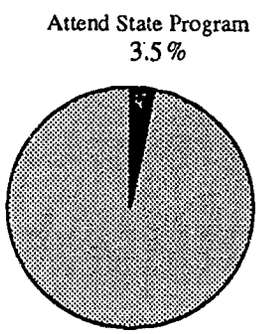
Part 1--Overview of Special Education

Special Education in Oregon

How do Oregon's children with disabilities and Oregon's children with talents and gifts fit into public education today? in the year 2000? in the year 2010? Oregon's State Board of Education demonstrated a commitment to a quality education for all children by stating, "We cannot afford to let one student fail in his or her endeavor to become a productive citizen in the 21st century."

Who are these children and what does public education mean for them? On December 1, 1993, Oregon counted over 58,758 children with disabilities from birth to 21 years of age who were receiving special education. Most of these children (96.5%) attended public school in Oregon. Chart I displays the proportion of special education students who attended Oregon school districts. Students who did not attend district programs were enrolled in Oregon's state operated and state supported schools, in early intervention programs for infants and toddlers, or in hospital programs.

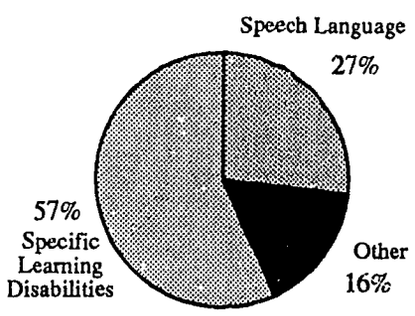
Chart 1



Oregon Children with Disabilities, Percent in Public Schools and State Programs (0-21 years, IDEA and PL 89-313)

Public Schools: Of the 54,306 children with disabilities (5-21 years) who attend district programs, approximately 80 percent or 43,396 of these students have mild disabilities. They are expected to meet the same educational outcomes as their fellow students without disabilities, when provided with special education and related services. Even though these students face unique learning challenges, each student with a mild disability is expected to obtain a Certificate of Initial Mastery. Chart II displays the proportion of school-age children with mild disabilities that are attending public schools. Most of these students have a speech and language impairment or a specific learning disability.

Chart II



School-Age Students with Mild Disabilities (5-21 years) Attending Public Schools (N=54,306). OTHER=Mental Retardation, Hearing, Vision, Severe Emotional Disturbance, Health, Orthopedic, Autism.

During the past 17 years, the state of Oregon has developed special educational programs and services for students who are talented and gifted. The Oregon Legislative Assembly adopted enabling legislation in 1987 and required that all schools have appropriate programs by the 1992-93 school year. This resulted in the identification and initiation of services for approximately 8 percent of the state's school-age children. These students are receiving programs and services in a variety of educational settings including regular classroom modifications, specially designed classes, advanced level courses and accelerated programs. Many schools offer supplemental services such as academic competitions, recognition programs and community involvement activities. The expenditures for Talented and Gifted (TAG) programs steadily decreased in recent years.

Students with disabilities and with talents and gifts who attend public schools in Oregon are full members of the education program. In the classroom, on the playground and in the cafeteria, they are seldom distinguishable from their fellow students.

State Schools: The Oregon Department of Education operates the following state schools and state-operated programs:

- Early Intervention and Early Childhood Special Education,
- Contracted educational services for students with emotional disturbances,
- Contracted educational services for hospitalized students,
- The Oregon School for the Deaf,
- The Oregon School for the Blind and
- The Juvenile Corrections Education Programs at MacLaren School for Boys, Hillcrest School and four work study camps located in La Grande, Tillamook, Florence and Corvallis.

The task of the State Board of Education is "to revitalize the institution of public education to meet the challenges of the 21st century."

These schools and programs provide education outside public school settings. The education programs at Hillcrest, MacLaren and the camps became a part of the Department of Education on July 1, 1994. The remaining state schools and state operated programs continue to be a part of the Office of Special Education. Each program or school provides a unique array of services and addresses the individual educational needs of students with disabilities.

Brief History

Today, Oregon is reforming education to meet the challenges of the 21st century. These efforts were initially launched in the United States with the adoption of the National Education Goals and were extended and enriched in Oregon through the Oregon Progress Board's Oregon Benchmarks in January 1991. In the spring of 1991 the Oregon State Board of Education provided a foundation for the revitalization of education with the adoption of its mission and the publication of *Education First! A Bold Commitment for Oregon's Future.* In addition, Oregon's Education Act for the 21st Century brought education reform to life in Oregon through the efforts of Oregon's focus on 21st Century Schools.

Children with disabilities in Oregon have been assured a free appropriate public education since Congress passed the Education for the Handicapped Act (EHA), 1975. This Act has since been reauthorized as the Individuals with Disabilities Education Act (IDEA, PL 101-476). Special education in Oregon preceded this landmark federal legislation. Over the last twenty-two years, schools and school districts in Oregon have taken increasing responsibility for all of the students residing within their boundaries. The State Board of Education expressed its commitment by saying, "to guarantee each and every child in Oregon a quality education." Quality in education for special needs students requires that the instruction they receive constantly challenge their learning and demand excellence in their work. Through an educational system that focuses on the unique potential of each of its students we can meet the challenges of the 21st century.

The State Board of Education identified its task as follows: "to revitalize the institution of public education to meet the challenges of the 21st century." In noting that some of Oregon's students fail to receive an education that will prepare them to be citizens in an increasingly complex world, the State Board of Education expressed its concern that the failure of "any" student "is too many." Revitalizing public education and improving the quality of education for all students is a priority in Oregon and in the nation.

Projecting Special Education into the 21st Century

The Oregon Progress Board, in its publication *Human Investment Partnership* (November 1991), proposed ambitious goals for Oregon and recommended dramatic action to accomplish those goals. Among the Progress Board's central principles, the following three principles contain language that will have an impact on special education in Oregon over the next two decades.

2. We cannot afford to leave anyone behind: neither disabled Oregonians, seniors, women, racial and ethnic minorities, nor any other group historically under-represented in high skill occupations of the self-reliant population.

4. We believe that we must change the focus of human resource programs from "helping the needy" to "investing in people."

5. We are committed to making investments in Oregonians today which will avoid the need for costly remedial and corrective programs in the future. We believe in creating family environments that allow every child to grow up with the opportunity to reach his or her full potential.

Each of these principles has direct implications for special education. If it is not affordable to leave anyone behind in achieving skilled occupations and self-reliance, then the support provided to students with disabilities during their schooling must continually improve. Special education must deliver results that allow each child to become a productive adult citizen. Likewise, the provision of special education and programs for the talented and gifted must increasingly translate into an "investment in the person." Special education must avoid fostering dependence or helplessness. Effective special education programs prepare individuals for the future and decrease the costs of corrective or remedial programs. In turn, investment in programs for talented and gifted students is an investment in a human resource with great potential for economic and cultural growth.

Such approaches in special education have already drastically reduced residential and institutional care for individuals with disabilities. Through supported education, transition and supported employment programs, students with disabilities have found meaningful and gainful employment, a smoother transition from school and more fulfilling adult lives. Special education is riding on the crest of dynamic change. Programs will need to work hard to keep pace with the advances that exemplify reforms for the 21st century.

A good track record provides assurance that special education is ready to meet and conquer the challenges of the future.

Oregon Benchmarks

In their November 1991 publication, the Progress Board included two benchmarks that form substantive targets for special education in Oregon at the turn of the century:

- √ *Percentage of children entering kindergarten meeting specific developmental standards for their age.*

- √ *Percentage of students with disabilities who successfully and productively make the transition from school to the adult world.*

Although numerous intermediate goals will need to be met in order to have a significant impact on these two milestones, they provide a clear vision of the direction to be taken.

In This Report

Special education in Oregon has accomplished a great deal since 1975. Students with severe disabilities were once isolated in hospital-like wards with only custodial care. Today these children live in their local communities and usually attend their neighborhood schools. They play on the playground, eat lunch in the cafeteria and often attend classes with their nondisabled peers.

At one time very few preschool-age children with disabilities received special services. As recently as five years ago secondary students with disabilities were likely to drop out of school without even the hope of a productive future. Today, the situation is changed. The report describes Oregon community-based transition teams helping coordinate the transition from high school to adult life, assisting students in identifying personal goals and expediting the search for meaningful work.

A continual effort is made to stride forward in these areas. A good track record provides assurance that special education is ready to meet and conquer the challenges of the future. This status report provides a marker between the past and the future. It provides a statement of what is accomplished to date and a baseline measure used to gauge future progress.

Today, Oregon community-based transition teams help coordinate the transition from high school to adult life.

1. THE LONG-RANGE PLAN

Introduction

Oregon's Long-Range Plan for Special Education had its inception during the fall and winter of 1988 by the State Advisory Council for Special Education. The intent was to create a planning document that would guide the development of the 1991-1994 State Plan. The State Plan is the document that the Department submits to the federal Office of Special Education Programs every three years to generate federal funds for Oregon's special education programs. For the last five years the Long-Range Plan served as a structure to base fiscal allocations, policy development, program improvement and personnel development activities. It also provided a stimulus for the field to influence development in priority areas.

A Six-Step Planning Process Guided the Creation of the Long-Range Plan

The State Advisory Council for Special Education identified several priority issues that required improvement in the special education area. The areas targeted were:

- Low Incidence Populations (Low In)
- Seriously Emotionally Disturbed (SED)
- Secondary Outcome (Sec)
- Supported Education (Sup Ed)
- Families (Fam)
- Talented and Gifted (TAG)
- Early Intervention (EI)

The State Advisory Council went on to write a mission statement for each area. Each mission statement was focused on an outcome for 1994.

Focus groups studied each issue and developed four to five goals for each priority area. The organization of these groups was accomplished by the State Advisory Council and the ODE staff. Agencies, organizations and people from across the state were identified as significant contributors for involvement in the focus groups. Over 70 individuals participated in the planning.

Strategies were developed for each goal for each priority area. For each strategy, the date to be accomplished, agency/person responsible and the cost were indicated. This completed the development of the Long-Range Plan.

The completed plan was incorporated into the Department's 1991-1994 State Plan for Special Education.

Relationship to the National Education Goals and Oregon's Education Act for the 21st Century

The State Board of Education's document, *Education First! A Bold Commitment for Oregon's Future* (Spring 1991), reflects the commitment to guarantee each and every child in Oregon a quality education. This document expresses the belief that "all children should have the opportunity to develop their unique abilities regardless of circumstance." As Oregon reforms and restructures education, it joins with the nation in focusing on the National Education Goals. As noted in Table 1, below, several national goals were specifically addressed within the Long-Range Plan for Special Education:

The State Board of Education points out that "An increasing percentage of our future work force will come from those population groups currently least likely to succeed academically within the existing educational system." Among these are students with disabilities, students who need "to receive an education that will prepare them to be competitive, productive citizens in an increasingly complex, information-oriented, technology-based world." The Long-Range Plan for Special Education in Oregon established goals to support students facing unique challenges and their families. This plan provided concrete support to the State Board of Education's commitment to guarantee "each and every student in Oregon a quality education."

Table 1 - Long-Range Plan for Special Education

National Goals	Education Act for 21st Century—Activities	Long-Range Plan For Special Education—Goals
Readiness for School. By the year 2000, all children in America will start school ready to learn.	Non-graded Primary Integration of Social Services	Early Intervention Families
High School Completion. By the year 2000, the high school graduation rate will increase to at least 90 percent.	Certificate of Initial Mastery (CIM) Middle Level Extended Day/Year	Secondary Outcomes Serious Emotional Disturbance Talented and Gifted Supported Education Low Incidence Populations
Student Achievement in Citizenship. By the year 2000, American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter including English, mathematics and geography; and every school in America will ensure that all students may be prepared for responsible citizenship and productive employment in our modern economy.	Alternative Learning Environments Employment of Minors Integration of Social Services Certificate of Advanced Mastery (CAM) School Choice	Secondary Outcomes Serious Emotional Disturbance Talented and Gifted Supported Education Low Incidence Populations

SECONDARY AND TRANSITION PROGRAM

Purpose of Program

Mission: The mission of the Secondary Special Education and Transition Program is to assure that educational programs have the capacity to provide instructional opportunities and outcomes for students with disabilities which address persistent life functions and needs. School districts, with assistance from the Office of Special Education, will be able to facilitate the necessary collaboration among adult agencies, service providers, employers, parents, students and other key stakeholders in order to provide disabled students with a successful transition from school to adult life. Secondary Special Education and Transition is one of the programs receiving high priority within the Office of Special Education.

In addition, transition services are mandated by PL 101-476, IDEA, under CFR 300.18, 300.340, 300.344, 300.345, 300.346, 300.347 and subsequent Oregon Administrative Rules, OARs 581-15-005(25), 581-15-066(7), 581-15-067(3), 581-15-068(2) and 581-15-070.

Objectives: To accomplish the Secondary Education mission, the following objectives have been developed and are being implemented.

Objective 1: Transition teams and/or community advisory groups will be established, facilitated and maintained, representing key local resources and including students as part of the planning process to address the needs of persons with disabilities in the community.

Objective 2: School leaver outcomes will be monitored regularly through the statewide option of an appropriate follow-along strategy.

Objective 3: All secondary students with disabilities will have individual education plans that address the major dimensions of transition including: vocational training, post-secondary education, independent living, integrated employment, adult services, continuing and adult education, or community participation.

Oregon's Community Transition Teams develop team building, needs assessments, program planning, program implementation and program evaluation in a statewide network.

Objective 4: Year-round, paid placement/competitive work experience will be established that is financed through state and local special education, community colleges, Adult and Family Services, Job Training Partnership Act, Vocational Rehabilitation Division, Employment Division and local businesses for all secondary schools. In the student's final year of school, job placement services will be established by the local Vocational Rehabilitation Division, Employment Services or the district special education program.

Objective 5: Curriculum and programs will be developed, revised and continually assessed for diverse student needs so that students can successfully move from high schools to post-secondary opportunities.

Objective 6: Training workshops and in-service training will be established for secondary personnel, parents and students in areas of post-secondary opportunities and survival programs such as Social Security, welfare, food stamps, subsidized housing and medical management.

Relationship to 21st Century Schools

Students with disabilities have been included in the state's effort to enact the "21st Century Schools" reform and national "America 2000" goals. All of the stated goals have a direct relationship to the reform program initiated by the Oregon Department of Education. The Department of Education's 5 year, $2.5 million federal grant, Oregon Transition Systems Change Project, includes ways to achieve outcome-based education goals through person-centered planning activities, school inclusion, self-determination and collaboration with state and local agencies and community programs. Community Transition teams are actively participating with the ODE to refine CIM and CAM requirements for students with disabilities.

Relationship to Oregon's School-To-Work Opportunities System: The Oregon Transition Systems Change Project and the joint Oregon Department of Education, Vocational Rehabilitation Division and University of Oregon's Youth Transition Program are collaborating with the Oregon School-to-Work Program to create a system that serves **all** students. Key elements of this system will enhance programs for students with disabilities through school-based learning activities, work-based learning activities and by building bridges between school and work. Community building activities, as well as the Youth Transition Program and the statewide Community Transition Teams Network, are prepared to work in collaboration with Regional Workforce Quality Councils to provide services for all students.

COMMUNITY TRANSITION TEAMS

Description

Statewide coverage has been attained with 37 community transition teams being initiated and maintained throughout the state. A computerized information system has been installed at the ODE to manage all of the functions of the transition team networks: team building, needs assessment, program planning, program implementation and program evaluation. Community Transition Teams are located in the following areas:

Baker SD	Curry County	Josephine County	Portland SD
Beaverton SD	Douglas County	Klamath County	Redmond SD
Bend-LaPine SD	Estacada SD	Lake County	Springfield SD
Burns SD	Eugene SD	Lincoln County	Tillamook County
Central Point SD	Gilliam/Wheeler/	Linn County	Umatilla/Morrow City
Clatsop County	Sherman City	Malheur County	Union/Wallowa City
Columbia County	Grant County	Marion County	Wasco County
Coos County	Hood River SD	N. Clackamas SD	Yamhill County
Corvallis SD	Jackson County	Oregon City SD	
Crook County	Jefferson County	Polk County	

Transition teams and/or community advisory groups address the needs of persons with disabilities in the community.

Outcomes

The Community Transition Team Model (CTTM) procedures encourage and support local teams to attack high priority needs in any manner and at any level that makes sense to them. Improving community based vocational instruction options, for example, could be addressed through any one or a combination of specific activities, including: conducting a job market analysis of current and projected jobs in the community, establishing collaborative job training programs with community agencies such as JTPA, establishing a "small business venture"

to provide vocational training opportunities, or merging special and vocational education funds to hire one or more job coaches to place and train students in community jobs. At the end of each plan year, as part of their self-evaluation

Table 1
Types of Outcomes Achieved by Transition Teams

Types of Outcomes	1989		1990		1991		1992		1993	
Reported by Teams	#	%	#	%	#	%	#	%	#	%
New Curriculum Materials	4	22%	7	28%	8	28%	15	47%	13	39%
New Instructional Programs	4	22%	13	52%	19	66%	19	59%	12	36%
Procedures for Improving Mainstreaming	12	67%	6	24%	10	34%	12	38%	13	39%
Transition Planning Procedures	12	67%	17	48%	15	52%	24	75%	19	57%
Media Products to Support the Program	5	28%	9	36%	5	17%	5	16%	6	18%
Users' Guides to Support Students' Transition	13	72%	15	60%	18	62%	17	53%	13	39%
In-service Training	10	56%	9	36%	10	35%	23	72%	25	76%
Surveys and Feasibility Studies	14	78%	15	60%	13	45%	12	38%	12	36%
Increased Access to Adult Services	3	17%	6	24%	8	28%	8	28%	9	27%
Small Business Ventures to Support Programs	4	22%	6	24%	7	24%	6	19%	9	27%
Information Meetings to Advertise Programs	1	6%	15	60%	15	52%	15	47%	25	76%
Total Number of Teams Reporting Outcomes	18		25		29		32		33	
Average Number of Outcomes Per Team	4.6		4.7		4.4		4.9		4.7	

process, community transition teams report on the types of outcomes they accomplish as a result of their activities. The types of outcomes accomplished by teams in each of the five years we examined are presented in Table 1.

As is evident from the types of outcomes accomplished by participating teams, many of these outcomes have direct financial support implications. It takes money to design a new collaborative program between school and adult agencies, develop and print a resource manual, or conduct an in-service training workshop for all school staff. During each of the five years these data were collected, each team received a small discretionary grant (about $500) from the state Department of Education to help with the implementation of an approved program plan. Tables 2 and 3 present information on the additional funds that teams secured to help with the implementation of their plans.

In Table 2, slightly less than half of participating teams reported securing additional funds beyond the discretionary grant provided by the state Department of Education. The amount of funds teams secured increased steadily over the five years in which these data were examined. In 1993, a total of $360,804, an average of $25,772 per team, was secured in support of teams' local transition improvement efforts.

Table 2
Amount of Additional Funds Secured by Transition Teams

Additional Funds Secured by Teams	1989 (N=18)	1990 (N=25)	1991 (N=29)	1992 (N=32)	1993 (N=33)
Teams Reporting Additional Funds	5 28%	11 44%	13 45%	14 44%	14 43%
Total Amount of Additional Funds	$20,832	$138,137	$231,120	$161,149	$360,804
Average Amount of Funds Per Team	$4,166	$12,558	$17,778	$11,511	$25,772

Table 3 demonstrates that teams were successful in securing funds from a variety of sources. Although the rank ordering of sources remained relatively stable across the five years, with funds from sponsoring school districts ranking first in each year, funds from sources such as adult agency partnerships accounted for an increasingly greater proportion of the total over time. It should be noted that the funds reported by teams were not "in kind" contributions, but rather direct funding of team activities, products and outcomes. This suggests that teams were

Table 3
Source of Additional Funds Secured by Transition Teams

Source of Additional Funds	Rank Order and Percent of Total Funds 1989 Rank	%	1990 Rank	%	1991 Rank	%	1992 Rank	%	1993 Rank	%
School District	1	90%	1	64%	1	40%	1	54%	1	35%
Carl Perkins Funds	2	5%	2	19%	2	29%	2	13%	2	22%
State Education Agency Grants	3	5%	3	11%	3	21%	3	21%	3	21%
Adult Agency Partnerships	NA	NA	4	7%	4	9%	4	12%	3	22%

successful in building both strong district administrative support and effective interagency collaborations as they implemented their local improvement efforts.

Local community teams are supported by the state Department of Education and University of Oregon staff through training, technical assistance and small discretionary grants. Interviews with team members revealed that these forms of support have been essential for helping teams stay focused on a larger vision for change in their local communities and for increasing the effectiveness of their efforts through the sharing of products, outcomes and additional funding strategies across communities. Experience suggests strongly that such an investment can return substantial benefits in the effectiveness of local collaboration efforts,

coordination of existing resources, development of additional funding strategies and accomplishment of tangible, locally relevant outcomes.

Future Plans And Issues: Community Transition Team Network

- Initiate new community transition teams, upon request.
- Maintain the Oregon Community Transition Team network through joint ODE and local team efforts.
- Utilize community transition teams to train parents, school district staff, community service and agency personnel and other key stakeholders about transition programs, policies and practices.

The Community Transition Team Model (CTTM) has an obvious statewide impact within Oregon on the development and improvement of secondary special education and transition services for youth with disabilities. During recent years, the model was replicated in other states, including Idaho, Utah, Arizona, Kansas, Alabama and Washington.

Written information about the CTTM network is available from the Secondary Special Education and Transition Project, University of Oregon, and the Oregon Department of Education's Transition Specialist.

Reference: Benz, M.R., Lindstrom, L.E., Halpern, A.S. *Mobilizing Total Communities to Improve Transition Services.* University of Oregon, Eugene, 1994.

OREGON FOLLOW-ALONG PROJECT

Description

The Oregon Department of Education, in collaboration with the University of Oregon, is exploring transition, employment and quality of life issues for students with disabilities. Findings of the Follow-Along Project came from information collected by the University of Oregon while students were still in school and for two additional years after they left school.

Outcomes

The major research findings are presented through a series of topical reports. The following reports are currently available in full and brief report formats.

Report 1: *Transition Planning for Students With Disabilities.*
Report 2: *Social Problems Experienced by Student's With Disabilities in High School.*
Report 3: *Related Services for Students With Disabilities.*
Report 4: *Job Experiences of Students With Disabilities During Their Last Year of School.*
Report 5: *Academic Instruction and Student Performance.*
Report 6: *Vocational Instruction and Student Performance.*
Report 7: *Independent Living Instruction and Student Performance.*
Report 8: *Personal-Social Instruction and Student Performance.*
Report 9: *Social Networks and Social Isolation.*
Report 10: *Hopes and Dreams of Students With Disabilities As They Prepare To Leave School.*

Report 11: *Choice Making, Self-Esteem and Satisfaction.*

Additional reports are being prepared on post-school outcomes. These reports include areas such as health status, employment, financial security, participation in post-secondary education and living arrangements.

Future Plans And Issues

The Oregon Follow-Along Project does the following:

- Analyzes and reports new data to key stakeholders.
- Shares information with other state and federal programs which are building data collection systems.
- Focuses attention on data available which deals with school and community problems, such as the high school dropout rate of students ages 14 to 21 who have a serious emotional disturbance (SED).

Reference: Benz, M.R,, Davis, C.D., Doren, B., Halpern, A.S., Herr, C.M. *University of Oregon Follow-Along Project Reports.* University of Oregon, Eugene, 1992-1994.

THE YOUTH TRANSITION PROGRAM

Description

The Youth Transition Program (YTP) was begun in Spring 1990 to address the school-to-work transition issues for students with disabilities in Oregon. The YTP is a collaborative effort between the Oregon Department of Education (ODE), the Oregon Vocational Rehabilitation Division (OVRD), the University of Oregon (U of O) and the public schools in local communities statewide.

The YTP provides services to students with disabilities beginning when they are still in school and continuing during the early transition years. Services are provided jointly by school and OVRD staff. YTP services include: paid job training with on-site monitoring and support, job-related instruction in academic, vocational, independent living and personal/social content areas, individualized transition planning, placement in a job upon leaving school and follow-up support services. Services typically begin as students enter their "completion" year of high school and continue for the first 1 to 3 years out of school depending upon student needs. **The goal of the YTP is placement in meaningful competitive employment or career-related post-secondary training.**

The YTP serves students with disabilities who are eligible for OVRD services and who are able to become competitively employed without long-term support, including students who: (1) are on track to complete school, but who need YTP services to achieve their post-school vocational goals; (2) are still in school, but at great risk of dropping out; and (3) have already dropped out of school and are unemployed or underemployed. Approximately 8.5 million dollars of federal, state and LEA matching funds are allocated to support the YTP during the 1993-95 biennium. During this time, the YTP will be implemented in 26 local communities statewide. These 26 communities include 24 of 26 OVRD field offices and eighty (80) high school districts in the state. Expansion of the YTP was approved by the Governor's Quality Workforce Council and the 1993 Legislature under jobs skill preparation in the Oregon Benchmarks. The

composition of YTP sites include single school districts serving several high schools, educational service districts serving rural/nonrural school districts and multi-county consortia of several rural school districts. Statewide, approximately 1,000 students with disabilities will receive YTP services during the 1993-95 biennium.

YTP sites are located in Beaverton, Grants Pass, Hillsboro, North Clackamas, Redmond, Springfield, Umatilla/Morrow, Albany, Eugene, Jackson County, Klamath County, Portland, Stayton, Clatsop County, Corvallis, Central Point, Curry County, Douglas County, Forest Grove, Hood River, Lake Oswego, Lincoln County, Malheur County, Multnomah County, Tillamook County and Yamhill County.

In each participating school district, YTP services are provided by a team consisting of a school teacher who serves as a "teacher/coordinator," one or more transition specialists who work under the supervision of the teacher/coordinator, and a VR counselor from the local field office. In general, responsibilities of the teacher/coordinator and the transition specialist(s) include: (1) recruiting students for the program, (2) assessing students for eligibility along with the local VR counselor, (3) developing Individualized Education Plans (IEP) for participating students who are coordinated with an Individualized Written Rehabilitation Plan (IWRP), (4) teaching the competencies targeted for participating students and (5) developing job sites and supervising students on those job sites. Responsibilities of the local VR counselor include: (1) establishing student eligibility for the program, (2) developing an IWRP for participating students, (3) providing or purchasing services that cannot be provided by the school and (4) placing graduating students in jobs and post-secondary training.

Outcomes

The impact of the YTP on student employment outcomes has been evaluated from both "external" and "internal" perspectives. First, with regard to the external perspective, outcomes for YTP students have been evaluated relative to the outcomes of three comparison groups: (1) a statewide sample of school leavers with disabilities in Oregon, (2) a statewide sample of non-YTP VR clients in Oregon, and (3) a nationwide sample of school leavers with disabilities. Second, with regard to the internal perspective, outcomes have been examined separately for YTP students living in rural versus nonrural communities, and for YTP students who were identified by their schools as at-risk of dropping out versus their non-at-risk counterparts, to determine if the program is benefiting these subgroups of YTP students equally well. These findings are summarized in this section.

- **School Leavers with Disabilities in Oregon**

Employment outcomes for YTP students were compared to a statewide sample of school leavers with disabilities who left Oregon's high schools during the 1989-90 school year in order to determine whether YTP participants experienced better post-school employment outcomes than their peers with disabilities who did not participate in the YTP. Employment data for the sampling on non-YTP students came from a larger follow-along project conducted by the University of Oregon. This project examined the school services and post-school outcomes achieved by students with disabilities. Information was collected from a sampling of students with and without disabilities in Nevada. In order to compare employment outcomes for the YTP and Oregon school-leaver samplings, YTP students were selected who left the program during the same time frame as the Oregon school-leaver sampling. Employment data common to both samples

were then identified and analyzed in a manner to allow the comparison of outcomes during the first year after leaving school.

When the demographic characteristics of these two samplings were examined, they were found to be very similar to one another with regard to gender, age and primary disability. When employment outcomes for students' **highest paying** jobs (employment data was available only for highest paying job in the Oregon follow-along project) were examined, YTP students were more likely to:

When employment outcomes were examined, YTP students remained in their highest paying jobs longer than other Oregon students with disabilities.

√ earn **higher,** average **hourly** wages than students in the Oregon disability sample ($5.68/hour vs. $5.31/hour, respectively);

√ earn average, weekly wages that were higher than those earned by Oregon students with disabilities ($181/week vs. $157/week, respectively), and the same as those earned by the nondisabled students in Nevada ($181/week vs. $178/week, respectively).

√ **remain** in their highest paying jobs **longer** than either Oregon students with disabilities or Nevada nondisabled students (70% of YTP students were still in their jobs at the time of contact vs. 56% of Oregon disabled students and 59% of Nevada nondisabled students).

- **Vocational Rehabilitation Clients in Oregon**

YTP clients were also compared to a sample of other Oregon VR clients with similar ages and types and severity of disabilities. Such a comparison helps establish whether YTP procedures contribute to more effective collaboration by school and OVRD staff, and better services for students. To ensure comparability of the information, data on **both** samples were obtained from the client information system maintained by the Oregon Vocational Rehabilitation Division. For both samples, information was collected on all appropriate clients who applied for OVRD services during fiscal years 1990 and 1991.

When YTP/VR clients were compared to VR clients of similar ages, types and severity of disability, **YTP clients were more likely to:**

√ be determined eligible for rehabilitation services (76% vs. 52%, respectively);

√ remain active in the rehabilitation process (57% vs. 27%, respectively); and

√ earn higher weekly wages at closure ($177/week vs. $143/week, respectively).

- **School Leavers with Disabilities Nationally**

The outcomes experienced by YTP students were compared to a national sample of school leavers from the National Longitudinal Transition Study (NLTS — Wagner, et al., 1992) in order to provide a larger context for understanding whether the YTP contributes to better outcomes than those typically experienced by school leavers with disabilities.

When the demographic characteristics of these two samples were examined, they were found to be very similar with regard to gender and age. There were slight differences between the samples with respect to primary disability. Compared to the NLTS sample, the YTP sample included a slightly greater proportion of students with learning disabilities (52% vs. 58%, respectively), fewer students

with mental retardation (27% vs. 13%, respectively) and twice the percentage of students with sensory or physical impairments (8% vs. 19%, respectively).

Outcomes were examined in two areas: employment and productive engagement. The NLTS definition of productive engagement — working or going to school — was used for this comparison. To provide a common frame of reference, outcomes were compared for the first two years out of school. When YTP students were compared to the national sample of NLTS students, YTP students were:

√ **more** likely to be competitively employed (67% vs. 46%, respectively),

√ **more** likely to be employed full-time (39% vs. 25%, respectively),

√ **less** likely to be unemployed (32% vs. 46%, respectively); and

√ **more** likely to be productively engaged in working or going to school (96% vs. 64%, respectively).

- **Comparison of Outcomes for YTP Sub-groups**

The external evaluation comparisons described above suggest strongly that YTP participants, *as a whole,* are experiencing better post-school employment outcomes than those experienced by transition-age VR clients in Oregon who have not participated in the YTP, and those typically experienced by school leavers with disabilities in Oregon and nationally. While this is encouraging, it still must be determined whether the YTP benefits participants equally well regardless of the community in which they live. Built into the original design of the YTP was the stated desire to address the vocational and transition needs of students in rural communities. This internal comparison of the outcomes experienced by students from rural and non-rural communities is critical to understanding whether the YTP is truly benefiting students statewide. Similarly, from the outset, the YTP has targeted students with disabilities who are at-risk of dropping out of school. Over time, one-third of all students served by the YTP have been identified as at-risk by their schools. Examining separately the outcomes achieved by these students is also essential to understanding the extent to which the program serves all participants equally well.

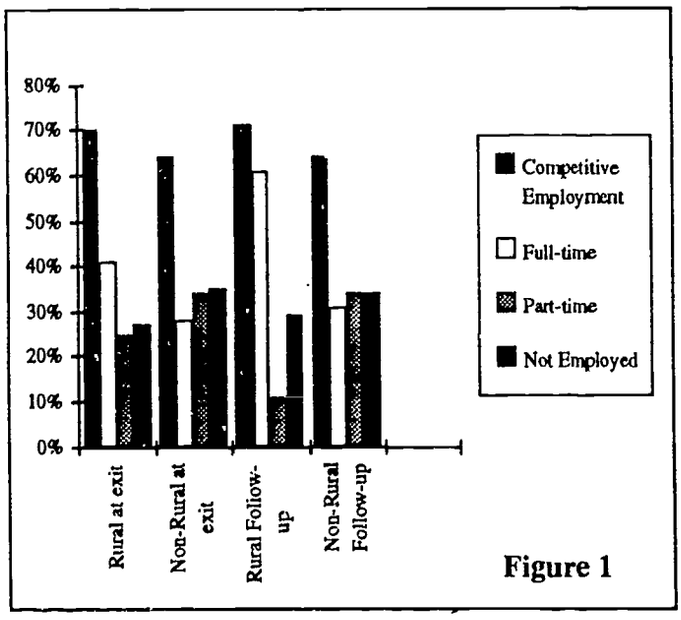


Figure 1

Information on the employment and productive engagement outcomes experienced by students in rural and non-rural communities is presented in Figures 1 and 2, respectively. As these Figures demonstrate, YTP students from rural communities are achieving outcomes similar to — and some cases that exceed — those experienced by students from non-rural communities. For both groups, their competitive employment rates remain stable and equally high from the point of program exit to their most recent follow-up contact within 2 years after leaving the program (Figure 1). Similarly, both groups experience equally high rates of productive engagement (defined as working or going to school) at exit and during follow-up (Figure 2).

Figures 3 and 4 provide information on the employment and productive engagement outcomes experienced by at-risk and non-at-risk students served through the YTP. There are some differences between these two groups in their employment outcomes at the time of program exit with the at-risk group experiencing poorer outcomes. These differences are far less dramatic when these two groups are compared on their rates of productive engagement at the time of program exit (Figure 3). This difference is accounted for by the fact that many at-risk students are still working to achieve their educational goals at this time—clearly a positive outcome for a group identified as at risk of dropping out of school. Both groups experience equally positive employment and engagement outcomes during the first two years after leaving the program.

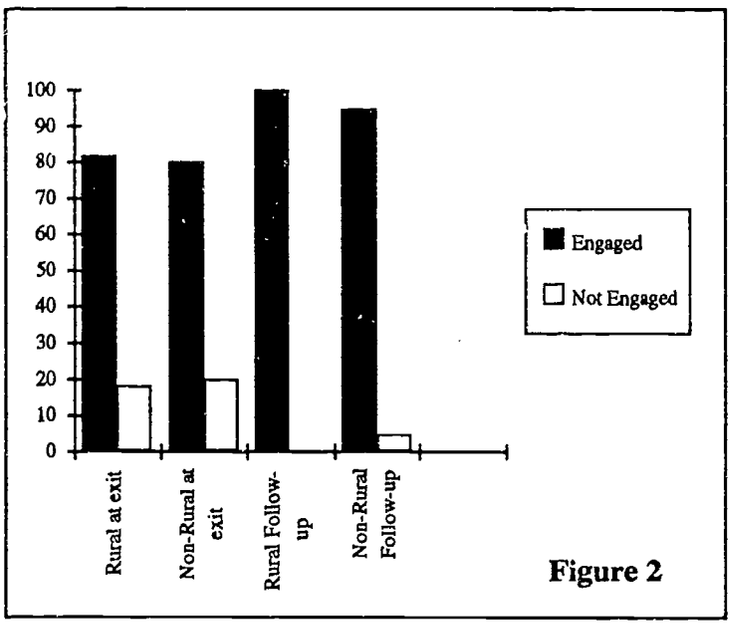


Figure 2

The Youth Transition Program is an interagency model of service delivery collaboration developed to address the school-to-work transition needs of school leavers with disabilities in Oregon. Evaluation information on the employment outcomes achieved by YTP students is very encouraging. The YTP appears to be providing new options for students with disabilities as they cross the bridge from school to the community.

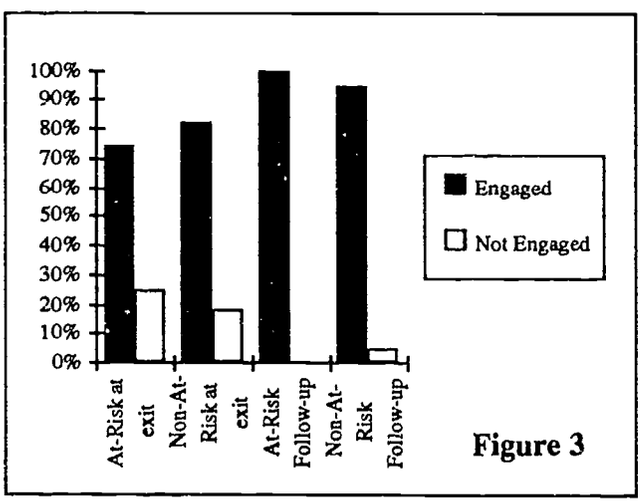


Figure 3

It also demonstrates the exciting opportunities that are possible when key state and local agencies, parents, students and community employers work together to more effectively serve young adults in transition. As one former YTP student commented, "I would recommend the YTP to other students because I feel that you learn many different skills that they might not be able to teach you as you go through high school. It helps you understand what you want and helps you find a job you would be suited for."

During the Fall of 1993 the YTP was selected as one of 15 exemplary school-to-work transition models in the entire United States. The YTP is the only exemplary program in the country that is attempting to improve the school-to-work transition process for students with disabilities on a statewide basis.

Future Plans And Issues: Youth Transition Program

- Expand the Youth Transition Program to additional school district sites in order to provide statewide coverage to students with disabilities.
- Provide training to YTP sites about how to implement new patterns of service for disabled students.
- Select school districts for inclusion in the Youth Transition Program.
- Report student outcome data about student participation in the YTP.

- Develop strategies to help school districts and OVRD branch offices maintain the YTP. Such strategies may include: using school to work funds, Professional Technical Education and Carl Perkins funds, vendor services to programs such as VR, COB, JTPA, Juvenile Corrections, CSD and adult populations.

Reference: Benz, M., Linstrom, L., Johnson, Deb. *Overview of Youth Transition Program,* University of Oregon, Eugene, 1994.

OREGON TRANSITION SYSTEMS CHANGE PROJECT

The purpose of the Oregon Transition Systems Change Project (OTSCP) is to change the educational and adult service systems.

Description

The Oregon Transition Systems Change Project is supported by a 5 year, 2.5 million dollar federal grant from the U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS).

The purpose of the Oregon Transition Systems Change Project (OTSCP) is to change the educational and adult service systems in a way that results in valued transition outcomes for students with mild, moderate and severe disabilities in Oregon. The project is co-directed by the Oregon Department of Education (ODE), Special Education and the Oregon Vocational Rehabilitation Division (OVRD). This project benefits from a management team that includes additional members from Mental Health Division (Developmental Disabilities), Office of Professional Technical Education (Oregon Department of Education) and the University of Oregon's Specialized Training Program, and Secondary Special Education and Transition Programs.

The over-riding goals of the project are:

- to ensure that ALL students with disabilities leave school situated in the employment or post-secondary education option reflecting their choices,
- to ensure that ALL students and their families are active decision makers in planning for transition.

Outcomes

From September 1992 until October 1994 the Oregon Transition Systems Change Project has:

- Developed and supported a variety of planning and demonstration projects across Oregon. Resources were provided to the following innovative sites: REFER, CIL, Juvenile Corrections, Beaverton SD, Bend-LaPine SD, Clackamas ESD, Eugene SD, Fern Ridge SD (including Crow-Applegate, Blachly and Lorane), Glendale SD, Hood River County SD, Jackson ESD, Lake Oswego SD, Linn-Benton CC, Linn-Benton ESD, Mapleton SD, Multnomah ESD, Oregon Chicano Concilio (Grants Pass), Portland SD, Rogue CC, Roosevelt High School (Portland) and Union ESD.
- Created improvements in the individual planning process used by districts, Oregon Vocational Rehabilitation Division and adult programs.
- Provided training events across the state on many topics through regional in-services, summer institutes and Ed-Net series.

- Developed Community Building Groups in three regions of the state.
- Developed and disseminated transition related materials for students, families, teachers and others.
- Established partnerships with the Youth Transition Program, Project CHOICES, Project REFER, centers for independent living, community transition teams, community colleges, Professional Technical Education, career information systems and others.
- Developed and disseminate *STEPS*, a newsletter focusing on transition efforts in Oregon.
- Identified barriers to disabled students who are in transition.
- Participated in development of Oregon School-to-Work application.

Future Plans and Issues

In the next three years, the Oregon Transition Systems Change Project will:

- Support the implementation of the use of new planning procedures across the state with particular emphasis on person centered planning and self-directed planning.
- Develop and support new Community Building Groups.
- Focus on policy change that results in improved transition outcomes.
- Establish a coordinated student information system.
- Develop opportunities for students to access and be supported in Professional Technical Education and post-secondary programs.
- Focus on ensuring that the innovations and procedures established in Oregon will continue beyond the life of the project.
- Develop local capacity to problem solve and collaborate around transition issues.

Reference: Flannery, Brigid. *The Oregon Transition Systems Change Project,* Oregon Department of Education, Salem, 1994.

SEVERE EMOTIONAL DISTURBANCE

Purpose of Program

Mission: The mission for the Long-Range Plan focus is that all school districts in Oregon will know and understand the characteristics and needs of students who have severe emotional disturbances and a continuum of appropriate services will be implemented statewide for such students. School-based staff, families and other service providers are viewed as essential partners in the education of students with severe emotional disturbances.

Objectives 1.0: The Department of Education will provide support for ongoing staff development for teachers and support staff providing services to seriously

emotionally disturbed students. In addition to workshops, training includes site visitations and on-site consultations.

Accomplishments: The Department sponsored two conferences in which issues on supporting students with behavioral and emotional disorders were presented. The Department has also designated a cadre of educators from different regions of the state to provide support in their regions. The Effective Behavioral Support Cadre was developed, in conjunction with the University of Oregon, to build a network of individuals with knowledge and model sites that educators in Oregon can access to meet district and classroom needs. Ed-Net has also been employed to provide training allowing interactions around the presented issues. In addition, the Department staff provides ongoing consultation/inservice visits to Oregon school districts as a provision of assistance in this area.

Students who have an elevated risk of school failure will be able to access services as needed to help them with problems of learning and adjustment.

Objectives 2.0: The Department of Education is working to ensure that all districts develop and implement a policy, plan and procedures for providing services to SED students including components in:

- Staff development.
- Schoolwide student management.
- Special programs.
- School-community collaboration.

Accomplishments: The Department is focusing training and assistance around these components through workshops, Ed-Net series and dissemination of materials from the members of the Effective Behavioral Support Cadre.

Objectives 3.0: Policy collaboration and cooperation among students, school staff, parents, agencies and service providers will be promoted.

Accomplishments: In conjunction with the Integration of Social Services Task Force of the 21st Century Schools Council, the Department is actively promoting school-home-agency collaboration through:

- Workshops and consultation with districts.
- Participation in planning efforts with other agencies at the state level.
- Support to Higher Education and specific counties to secure federal grants for the development of projects in this area.

Objectives 4.0: Students who have an elevated risk of school failure will be able to access services as needed to help them with problems of learning and adjustment.

Accomplishments: The "Continuum of Services" model is consistently promoted by the Department in workshops and consultation with districts as an effective model for a logical cost-efficient manner. The focus on workshops this year is on programs and procedures such as:

- Schoolwide behavioral support.
- Teacher assistance teams.
- Classroom environments.
- Behavioral plans.

Description

Information on students: Oregon has approximately 7,334 students identified as eligible for services under the disability, Seriously Emotionally Disturbed. There are 765 females and 2,971 males currently being served. Of these students, 378 are served by private agencies, 36 by hospital settings and 38 by regional

Breakdown by Gender and Age

	5 Years Old	6-11 Years Old	12-17 Years Old	18-21 Years Old
Females	9	221	486	44
	1.2%	28.9%	63.5%	5.8%
Males	28	957	1,817	153
	.9%	32.2%	61.2%	5.1%

Placement

	Regular Classroom	Resource Classroom	Self-Contained	Special Facility
Number	1,583	672	740	575
Percentage	42.4%	18.0%	19.8%	15.4%

programs. The tables provide more detailed information regarding students identified as SED.

Relationship to 21st Century Schools

The mission and goals for public education are clearly stated in the State Board of Education's document, *"Education First! A Bold Commitment for Oregon's Future" (Spring* 1991). This document expresses that "all children should have the opportunity to develop their unique abilities regardless of circumstance." The mission and objectives for programs servicing students with SED actively promote school-home-agency collaboration. The Department is involved in planning efforts with other agencies at the state level to provide opportunities for students to access alternate learning environments for successful completion of CIM outcomes.

Outcomes

Joshua

Joshua started fifth grade ready to fight. The youngest of three boys living with a single mother, he had spent years observing his brothers move in and out of foster care, fail at school and make appearances before juvenile court judges. Often the brunt of his brothers' tempers and abuse, he had learned to cope by finding others upon whom he could inflict the same treatment.

Joshua was certified as Severely Emotionally Disturbed during last school year. He had a history of being disruptive, disrespectful and violent. By the time he started fifth grade, his peers were fed up with him, and their parents called on a regular basis to complain about his disruption of the classroom and learning opportunities for their children. Because of his threatening and aggressive behaviors, his teachers and principal began to seek information about out of school placement. Joshua was described as "out of control."

A multi-disciplinary team consisting of the principal, counselor, classroom teachers, school psychologist and learning specialist met several times to develop and revise intervention plans aimed at helping Joshua to be successful at school. The team addressed both academic and social skill deficiencies.

As he was given intensive, individualized instruction in math and reading, it became obvious that he was a bright child who simply had gaps in his academic development. Concepts and skills were presented and Joshua understood them and quickly applied them. As he met with these successes, his confidence grew in leaps and bounds.

Joshua was put on a stringent behavior plan requiring him to earn time with his peers by acting appropriately on a daily basis. With time in the Resource Room to practice and rehearse social interactions, he began to develop a repertoire of responses that were acceptable for school. Rather than punching a classmate who irritated him, he began to remove himself from the situation, ignore the other student and even turn to adults for help.

After two months, Joshua is with his classmates most of the time. At times built in during the day, he reports to the Resource Room for instruction in math or reading and to review social strategies for school success. These daily "checks" provided Joshua with an important opportunity to share his successes and receive a healthy dose of encouragement.

Have special education services made a difference for Joshua? Definitely! It is the personal, human connection that is helping Joshua to succeed. A relationship that includes work in academics, practice with social skills and an opportunity to relate individually in a way that the regular classroom teacher simply does not have time for is key to Joshua's success this year.

It is hard to say what the future will hold for Joshua. Regardless of where he goes, he will always carry with him the memory of his fifth grade year when he learned to stand tall and handle himself with his class. He can hold onto the knowledge that he ***can*** *succeed with his peers, and he can be encouraged by the reality of people who were able to take the time to tell him, in a variety of ways, that he is important and valuable.*

Future Plans

As a result of Ballot Measure 5, financial reductions have resulted in loss of personnel to implement and follow up the activities described previously. The Effective Behavioral Support Cadre will function in a role throughout the state that provides technical assistance through Ed-Net presentations and workshops. The Oregon Department of Education will facilitate ongoing consultation and technical assistance to schools by serving as a service broker to link school districts with private consultants with whom those districts may contract for assistance.

LOW INCIDENCE POPULATIONS

Purpose of the Program

Mission and Objectives: "Low incidence disabilities" includes children birth through 21 years with vision impairments, hearing impairments, severe orthopedic impairments, severe health impairments, autism, dual sensory impairments, moderate, severe and profound mental retardation, multiple disabilities, and isolated students who are the only one in their district with a given disability.

These students and their families need to feel less isolated. They also need to receive their education including special education and related services, from staff who are adequately trained. They need to have advocacy and case management, interagency coordinated services and access to best practices in service delivery. The mission, therefore, has been to ensure that these students

will have access to appropriate education and related services regardless of geographic location and severity of disability.

Description

The following goals were established to implement the stated mission:

Goal 1: Programs will coordinate across agencies to minimize duplication of services and simplify family/child access by providing family-focused service planning for all children.

Accomplishment: Individual Family Service Plans were developed for children under the age of five. This is a result of procedures developed to implement the federal requirements for early intervention services.

Goal 2: Every school will have access to a nurse who can deal effectively with health services protocols to ensure that children with severe health needs attend school safely.

Accomplishment: Consulting nurses from the regional program work with districts to ensure a safe educational environment for children with severe health needs.

Consulting nurses from the regional program work with districts to ensure a safe educational environment for children with severe health needs.

Goal 3: Isolation of students with low incidence disabilities will be reduced by establishing effective communication mechanisms.

Accomplishment: Augmentative communication specialists from the regional program consult with education staff to develop communication systems for students with autism or with severe orthopedic impairments. These specialists, in cooperation with district and other regional staff, were trained to train other staff in how to develop communication skills for students who are non-speaking and require augmentative systems. Several Ed-Net presentations were held during both years of the biennium on assessment and development of communication systems through a team process.

Goal 4: Services to low incidence disabilities will be improved through inservice/preservice training in state-of-the-art methods and technology.

Accomplishment: The Office of Special Education, through a federal technology training grant continued to collaborate with other agencies in the state to implement the TALN Project, which is Technology Access for Life Needs. The project includes inservice training, an equipment lending bank and a resource library. A half-time position provides statewide coordination for technology use with students who are receiving special education.

Relationship to 21st Century Schools

Each of the goals and activities to accomplish the four goals provides strategies that ultimately assist each of the students with low incidence disabilities to increase their skills and knowledge and reduce their isolation. This will allow these students to work toward achieving the benchmarks as defined in the 21st Century Schools Outcomes. Those students, who are unable to reach the certification levels, will be provided access to alternative learning environments

Intensive effort is needed to implement the goal for comprehensive, coordinated, unduplicated and family-focused services.

which ultimately will increase the likelihood of future employment and some level of independent living. Oregon's school reform effort addresses areas that are of concern to students with low incidence disabilities. The challenge will be to ensure that as HB 3565 is implemented, it is done in such a way that it meets the education and future needs of these students.

Future Plans and Issues

A broad-based representative group should develop future goals to be addressed by education for students with low incidence disabilities. The ODE should continue to refine the work that is taking place in the areas of technology, communication access and nursing services for students with severe health needs.

Intensive effort is needed to implement the goal for comprehensive, coordinated, unduplicated and family-focused services. Future goal implementation should integrate closely with the goals of 21st Century School Reform.

FAMILIES

Purpose of the Program

Mission: Families will be active participants in establishing state and local educational policy as well as planning and implementation of their children's individual educational program (IEP).

Oregon's Special Education State Plan for fiscal years 1995-1997, which requires the approval of the U.S. Office of Education for receipt of federal funds, states that: "ODE shall develop and provide training and technical support to school districts and other agencies providing education programs in order to improve education and related services for children and youth with disabilities." The Long-Range Plan for Special Education identifies the "improvement of family participation in education programs for students with disabilities" as a major priority.

The Oregon State Plan also includes, within the section related to personnel development, an expressed goal of enhancing the home/school relationship by supporting training activities that will actively involve parents in policy and planning for special education.

ODE has provided technical assistance and support to the Oregon COPE Project (Coalition in Oregon for Parent Education), which is a statewide parent information network and advocacy organization for parents of children with disabilities.

Description

Goals: Parents will become more active participants in:

1.0 Educational programs through being better informed in matters concerning the education of their children with disabilities.
2.0 Special education by receiving increased training and support.
3.0 The development and review of ODE special education information materials.
4.0 The ODE special education compliance process.
5.0 Special education through broader participation in the development of policy and planning for special education.

Relationship to 21st Century Schools

The Oregon Legislature supported the inclusion of families in their children's education with the passage of the 21st Century Schools' bill. The bill specifically mentions that services should be designed to support and strengthen the family and be coordinated and comprehensive to address the most urgent needs of children and youth.

The Oregon Department of Education developed a group of task forces, all of which included parents, to address various components of the legislation. Also, an Early Childhood Council made up of the ODE staff was developed to research issues around early childhood education and family involvement.

Outcomes

1. Revision of the parent's rights brochure, "Parental *Rights in Early Intervention and Special Education.*" This document is published in English and Spanish.
2. Continuance of parent training opportunities.
3. The Office of Special Education assists in the development of parent to parent support groups.
4. School districts are provided with training opportunities on how to include parents more effectively in their special education programs.
5. Parents are involved in many state advisory councils and task force groups.

An example of the significance and impact of family participation in educational planning and policy, is the passage of legislation involving the establishment of early intervention and early childhood special education programs in Oregon. Families were considered the single most effective lobby in the legislative process. Due to the strong parent lobby, the legislature took on the responsibility to fund early intervention and early childhood special education in the wake of massive cutbacks in services due to the passage of Ballot Measure 5.

Families continue to be partners in the development of an individualized family service plan.

Future Plans and Issues

Projects to be completed include the following:

1. Revision of the *Parent Information Packet* (PIP). PIP is a comprehensive information document for parents that highlights their special education rights and responsibilities.
2. Workshops on PIP will be scheduled for parents, educators and advocates after the revision of PIP is completed.
3. The participation of parents in the compliance review process of local education agencies will be strengthened.
4. Involvement of paren in policy development and planning for the improvement of special education programs and services and 21st Century School Reform will be explored.

It will be important for families to be involved in supporting the continuation of early intervention and early childhood special education. It also is important for families to continue to take an active role in their child's education. Families continue to be partners in the development of their child's individualized educational plan and are encouraged to be involved in determining their child's services.

ODE promotes the involvement of parents of children with disabilities in the following activities: (1) 21st Century School Site Councils, (2) school district special education advisory committees, (3) ODE compliance monitoring activi-

ties, (4) review of special education materials and forms developed by ODE, and (5) discussions related to organizational planning of the Office of Special Education.

TALENTED AND GIFTED

Purpose of the Program

Mission: The mission for the talented and gifted education program is to initiate and improve educational programs and services appropriate to talented and gifted students' levels of learning and accelerated rates of learning in the academic instructional program.

Advanced levels and accelerated rates of learning are the expected outcomes.

The programs and services for children and young adults identified as talented and gifted were mandated during the 1987 Oregon Legislative Session. This requirement provides for educational programs and services beginning 1991-92 for students identified during the 1990-91 school year.

The requirements for educating students identified as talented and gifted resulted from two philosophical positions.

- The organization of instruction for students identified as talented and gifted is student centered and described in terms of outcomes.
- The content of instruction for talented and gifted students is directly linked to the academic instructional programs required of schools.

Description

The selection of the best options for delivering advanced and accelerated instruction is critical to district and building level decision making. These decisions, though, will open the range of program options offered from special classes to fully integrated mainstream programs. Regardless of which options are used by a school, advanced levels and accelerated rates of learning are the expected outcomes.

These outcomes are the focus of the objectives for the Talented and Gifted component of Oregon's Long-Range Plan for Special Education.

The Goals:

1.0 Students will receive special educational programs and auxiliary services necessary to provide instruction appropriate to their assessed learning needs in the academic instructional program.

2.0 Schools will have the organizational, instructional and technological capacity to deliver special educational programs and services to talented and gifted students.

3.0 Parents, community members and businesses will actively participate with schools in programs and services planning and in the instruction of talented and gifted students.

4.0 A statewide communications and support services network which promotes the appropriate instruction of talented and gifted students will be used by schools, the community and students.

5.0 Resources for the development of skills and abilities of every teacher and administrator will be available statewide and will be an integral part of all staff development activities conducted by the Department of Education, school districts, ESDs and higher education institutions.

6.0 A process will be used to track and evaluate the progress of the implementation of special educational programs and services for talented and gifted students based on outcome measures of student learning.

EARLY INTERVENTION

Purpose of Program

Early Intervention in Oregon will provide flexible and creative services to children with special needs and their families. This individualized approach will ensure the successful participation of each child and family in community life.

Description

1. State policy and local services will support and build on each family's unique strengths.

2. Children will be identified, evaluated and referred for services at the earliest possible time.

3. Interagency agreements will be developed to assure coordinated planning and implementation of services in a cost effective and efficient manner.

4. Children and their families will receive services in their home communities and in settings with children without disabilities.

5. Personnel training needs will be met through a coordinated system involving community colleges, higher education, state agencies and other organizations.

Relationship to 21st Century Schools

The early intervention section of the Long-Range Plan fits directly with the goals associated with 21st Century School Reform, specifically the section of the legislation dealing with non-graded primary. A task force of professionals and parents in the early childhood and early intervention realm was developed at the Department to study the feasibility of implementing non-graded primary programs throughout the state of Oregon. A predominate theme is developmentally appropriate practices. The task force has included in its scope, early childhood special education, as well as other early childhood and primary programs. It supports the use of individualized instruction, developed in a developmentally appropriate manner to all children involved in early childhood and early childhood special education programs.

A primary goal of early intervention is to ensure that young children enter school ready to learn.

A primary goal and school reform effort for young children is to ensure that young children enter school ready to learn. Services for preschool children with disabilities is directly related to this effort.

An individualized approach will ensure the successful participation of each child and family in community life.

Outcomes

The following activities were completed during the past two years regarding the Early Intervention section of the Long-Range Plan:

- Children who are eligible and in need of services are receiving appropriate services across the state.
- Statutes developed to ensure Oregon's compliance with Part H.
- Oregon Administrative Rules written to implement the statutes.
- Establishment of Early Intervention Interagency Coordinating Councils in most Oregon counties and on Indian reservations.
- A process for developing and implementing an Individual Family Service Plan (IFSP) for each family.
- Implementation of a newborn screening and tracking system at all hospitals with a pediatric section.
- A system for families to access Early Periodic Screening Diagnosis and Treatment (EPSDT).
- A fixed point of referral in each county in Oregon.
- A referral mechanism in order to find children birth to school-age who have a disability or are suspected of having a disability.
- Inservice training for personnel regarding appropriate assessments and assessment procedures for young children and families.
- Interagency agreements at the state level between the Child Development Rehabilitation Center, Head Start, Children Services Division, the Mental Health Division and the Health Division.
- Work with early childhood programs at institutions of higher education to have in place preservice courses regarding assessments and assessment procedures for young children and families.
- Ensure that services for children with disabilities and their families are provided in each county and Indian reservation in Oregon.
- Establish a working group to review the preservice planned courses of study at institutions of higher education and community colleges in Oregon regarding curriculum for children with disabilities.
- Develop a list of necessary competencies for personnel working in early intervention and compare with preservice planned courses of study.
- Implement inservice training based on field needs in the area of developmentally appropriate practices.

Future Plans and Issues

The state of Oregon will continue to work toward meeting compliance of the Individuals with Disabilities Education Act (IDEA) for children with disabilities three to five years of age. During the next biennium, issues to address include:

- Developing a service coordination system for families of young children with disabilities.
- Developing interagency agreements at the local level for the provision of services.
- Developing funding mechanisms to assure that children with disabilities and their families are receiving appropriate and necessary services.
- Developing model programs in Oregon which integrate young children with disabilities into programs for children without disabilities.

SUPPORTED EDUCATION

Purpose of the Program

The Office of Special Education implemented the "Supported Education Project" over four years ago. The intent of this project is to provide support to districts moving from a separate, segregated system of special education with limited opportunities for interaction with general education to one system that is merged or integrated with special education being an integral part of general education. With the passage of the Oregon 1991 legislation, "Oregon Education Act for the 21st Century," education reform is a primary focus for many school communities. This project supports a number of districts throughout the state as they begin the change process, in creating a system valuing outcomes for all students.

The mission of the project is to launch a new service delivery system for special education in which students with disabilities attend regular classes in their neighborhood schools. To accomplish this, the project focuses on methods to build structures within schools to support students and staff. The project incorporates ongoing technical assistance to communities, schools and families as they move through the change process. The project includes activities at the awareness, implementation and institutionalization levels.

Supported Education provides a new service delivery system for special education in which students with disabilities attend regular classes in their neighborhood schools.

Description (Goals):

1. ***Adoption, Initiation and Mobilization*** - School districts will have increased knowledge, understanding of rationales and strategies they can use to initiate school reform including supported education.

2. ***Implementation or Initial Use*** - School districts will demonstrate competencies and increased capacity for implementation of school reform including supported education.

3. ***Institutionalization and Reflective Practice*** - Participants will become reflective practitioners as evidenced by adopting, developing and implementing best practices in school and special education restructuring.

4. To expand supported education to other buildings within the district and/or other districts.

Relationship to 21st Century Schools

The Supported Education project assists school districts throughout Oregon to engage in a "systems change" process, moving from a dual system of special education and general education to one that supports the learning and achievement of all students by serving students in neighborhood schools and regular classrooms. The focus of the project is to assist personnel and families to shift to a new kind of thinking where districts are student centered and not systems driven. As districts begin to change to a supported education model, the needs of all students are addressed. Student outcomes are well defined, alternative teaching methods are matched to student learning styles, and a collaborative and caring community is created. These are the foundations of the Oregon Education Act for the 21st Century. Schools that are implementing a supported education or inclusive educational system are schools better prepared to move ahead with change for the 21st Century.

Outcomes

The Department is working with 30 school districts to change the service delivery system for students with disabilities. The districts involved in the project range from those in small rural communities to large urban communities. All project goals and objectives have been developed and are continually refined to meet the needs of the field. As a result of the project goals and objectives, students are being provided new educational opportunities in their neighborhood schools. There is no one model to facilitate this change; therefore, each district is implementing change based on the culture of its schools and community. Some districts have moved from center-based service models for special education to the provision of services at each student's neighborhood school, while others are changing services on a student-by-student basis. Successful districts are tying changes to their strategic planning.

2. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Purpose of the Program

All states are required by Federal Law 101-476, IDEA, to develop a comprehensive system of personnel development (CSPD) (34 CFR 300.380 - 300.387). The CSPD plan, submitted in the state plan for approval by the federal office, must include:

The Comprehensive System of Personnel Development is a system for organizing the service delivery world so that adequate numbers of competent people are available to serve children and youth with disabilities.

- Identification of inservice training of general and special education instructional, related services and support personnel.
- Procedures to ensure that all personnel necessary to carry out the purposes of the Act are qualified.
- Effective procedures for acquiring and disseminating to teachers and administrators of programs for children with disabilities, significant information derived from educational research, demonstration and similar projects, and for adopting promising practices and materials developed through those projects.

Funding for the CSPD is made available through PL 101-476 funds, federal and State Education Agency (SEA) Inservice Funds, and federal discretionary funds targeted for research, training and model development.

Description

The Cooperative Personnel Planning Council (CPPC) is an advisory board to the Oregon Department of Education (ODE) which is responsible for advising the ODE in the development of the CSPD. CPPC members are appointed by the State Superintendent of Public Instruction and represent the various educational agencies.

The Comprehensive System of Personnel Development is a system for organizing the service delivery world so that adequate numbers of competent people are available to serve children and youth with disabilities. The intent of the system is to produce positive change by understanding and dealing with influences in the environment. By successfully planning for and dealing with environmental influences, educational services can be continually modified to meet the complexity of changing needs of students with disabilities.

The Oregon CSPD was developed through a collaborative process with input from Higher Education, local education districts and the state education agency. Activities are identified using a variety of needs data collected from school district personnel and families of children with disabilities. These data are shared with Higher Education preservice programs and are used by the ODE to design inservice training opportunities. Technical assistance is offered to local school districts by the ODE and in collaboration with Higher Education to support districts developing new or improved services to students with special education needs. Best educational practices are disseminated to all local school districts via inservice training workshops, conferences or the Special Education newsletter.

In addition, the ODE monitors the supply and demand of special education personnel in Oregon by collecting and reviewing personnel census data. This information also is shared with Higher Education teacher preparation programs. All activities are evaluated for effectiveness and monitored to ensure successful outcomes for students.

Relationship to 21st Century Schools

With Oregon implementing educational reform, a well developed CSPD is critical as the Department faces the challenges of ensuring adequately trained personnel. For educational reform to be successful, staff development will play a significant role. Teachers, administrators, support personnel and even families must learn new strategies and system processes in order to prepare students for the 21st Century.

The Oregon Education Act for the 21st Century addresses the restructuring of education for ALL students.

The Oregon CSPD is developed around seven priorities that support the educational reform efforts of the Oregon Education Act for the 21st Century. The staff development activities are providing a framework for creating systems change in which all students can be successful. As education becomes more individualized and relevant to each student, there will be an increase in positive outcomes for all students, including those with special needs. It is more crucial than ever that staff development becomes a priority to produce these outcomes. The relationship between the Office of Special Education priorities and the Oregon Education Act for the 21st Century is important to note.

House Bill 3565, Oregon Education Act for the 21st Century, addresses the restructuring of education for all students. The intent is to ensure that all students are successful including those students with unique challenges. The bill calls for increased applied academics, greater opportunity for real work experiences prior to leaving secondary programs and business partnership with schools. It requires increased parent participation and authentic partnership. All of the following special education priorities support these outcomes:

- Supported Education
- Secondary Educational Outcomes
- Low Incidence Populations
- Students who have a Severe Emotional Disturbance or are At-Risk
- Early Intervention
- Talented and Gifted
- Family/School Partnership

All CSPD activities and/or projects focus on one of the above priorities and provide training or support to improve or develop new educational services to students with disabilities and their families.

Outcomes

In addition to training opportunities, the Office of Special Education has sponsored small incentive grants to local districts to conduct inservice training on needs identified by local district personnel. The grants are awarded on a competitive basis with those showing a strong correlation to 21st Century Schools receiving priority for funding. Twenty-six grants were funded for the 1993-94 school year.

The Office of Special Education also distributes a variety of educational publications to local school districts including a quarterly newsletter, SAIL (Special Alternatives in Learning). SAIL provides information on best educational practices, identifies resources that are available through a lending library and announces upcoming opportunities for training.

The Office of Special Education provides training to selected schools and participants.

Using a variety of training formats including summer institutes, conferences, seminars, workshops and distance learning, the Office of Special Education will provide training on the following topics to selected schools and participants:

- Supported Education and School Reform: Including All Students
- Effective Behavioral Supports
- Paraprofessional Training
- Using Technology Effectively for Students with Disabilities
- Structured Teaching for Students with Autism
- Augmentative Communication
- Teaching Students with Physical Disabilities within the Regular Classroom
- Language Interpreter Training for Paraprofessionals Working with Students with Disabilities
- Family Support and Effective Communication with Schools
- Early Intervention/Early Childhood Special Education Transition
- Early Intervention/Early Childhood Teaching Competencies
- Early Intervention/Early Childhood Service Coordination
- Integrating Special Education and General Education for School Reform
- Learning Disabilities Eligibility Criteria
- Understanding Special Education: Support for School Boards
- Special Education and 21st Century Schools Collaboration
- Transition from School to the Adult Community

3. DEPARTMENT RESPONSIBILITY FOR COMPLIANCE

The Oregon Department of Education is generally assigned the responsibility for the general supervision of special education statewide by the U.S. Office of Education through regulations in 34 CFR 300.600 (IDEA) and 34 CFR Subtitle A, Part 76, 76.700 (Education Department General Administrative Regulations). As part of this general charge, the Department is specifically assigned the responsibility for assuring compliance with federal and state regulations for special education by each educational program for children and youth with disabilities including those administered by another public agency.

To address this requirement, the Oregon Legislature has assigned the general supervision responsibility to the State Superintendent of Public Instruction and the State Board of Education in ORS 343.041. The State Board of Education, in Oregon Administrative Rule 581-15-048, has set out the framework for meeting the requirement to assure compliance as follows:

"School districts involved in the education of children with disabilities shall be monitored on a regular basis as specified in Oregon's federally approved special education state plan... to insure compliance with the requirements of the Individuals with Disabilities Education Act, Oregon Revised Statutes and Oregon Administrative Rules. Monitoring procedures may include collecting data and reports, conducting on-site visits, auditing federal fund use and comparing individualized education programs with the programs actually provided."

The Department carries out a variety of activities to meet the charge to monitor agencies' compliance with federal and state regulations. These include:

1. Conducting on-site program reviews;
2. Collecting and approving agencies' annual applications for federal and state funds;
3. Collecting and approving agencies' policies and procedures concerning their implementation of federal and state regulations;
4. Operating a complaints process for resolving allegations of non-compliance by agencies; and
5. Providing training and technical assistance to agencies to assist them in meeting federal and state regulations.

General Supervision of Special Education

Federal regulations (34 CFRs 300.134; 300.600) and state statutes (ORS 343.035 to 343.980) hold the Oregon Department of Education (ODE) responsible for a comprehensive system of supervision of education agencies and school districts which provide special education services to students. This system must include procedures for collecting and evaluating information sufficient for determining the extent to which policies, procedures and practices of educational agencies provide a free appropriate public education for students with disabilities. In addition, the system of general supervision must respond to information from all sources which might indicate the need for corrections when special education services appear to be incomplete or when interpretations of the requirements of Individuals with Disabilities Education Act (IDEA) are incorrect.

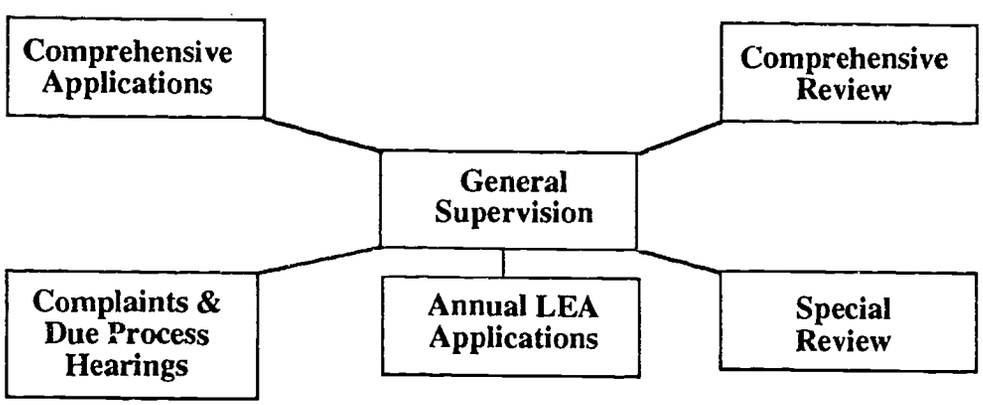


Chart I - General Supervision System 1994

The ODE, through the Office of Special Education (OSE), divides the system of General Supervision into five major areas, as illustrated in Chart 1.

The system of general supervision must respond to corrections needed in special education services.

Special Reviews

Special reviews are procedures used when the OSE is notified of violations or potential violations of laws regarding services to students with disabilities and when the other general supervision processes do not apply. Special reviews are conducted when any of the following conditions exist:

1. A school district which has received a required corrective action or order resulting from an ODE comprehensive review visit, complaint investigation or due process hearing, remains in noncompliance for a period exceeding the time frame established in a corrective action plan or order;

2. A pattern of potential deficiencies emerges from informal complaints regarding a specific district or other public agency;

3. A district or agency fails to comply with any of the requirements in its annual application or comprehensive application;

4. When it appears that federal or state funds intended for special education have been used for purposes other than what was intended; and

5. Other evidence of a failure to provide a free, appropriate public education.

Complaints and Due Process

The ODE is required by the IDEA to implement procedures for conducting impartial due process hearings when there is disagreement between parents and public education agencies regarding the provision of special education. A parent or school district may request a hearing when either party does not agree with the identification, preplacement or annual evaluation, individualized educational plan, education placement of a child, or the provision of a free, appropriate education to a child who has or may have a disability.

Fifty-seven due process hearings were requested during the 1992-93 school year as compared to 36 in the 1993-94 school year.

The ODE is also required to develop procedures and conduct complaint investigations when someone alleges that the state or local educational agency has violated federal law in the provision of education services, including, but not limited to, services to students with disabilities. In special education matters, the complaint process is used when procedural violations have occurred with respect to the provision of a free, appropriate public education.

Five complaints were filed between the period of August 1993 to July 1994 as compared to thirty complaints filed during a similar time period in the previous year.

On-Site Program Review

Staff at the Oregon Department of Education, Office of Special Education Programs, plan and implement a system for evaluating the compliance with federal and state regulations of every public agency that has the responsibility for providing special education and related services to resident children and youth from birth through age 21. This plan is described in the **Oregon State Plan for**

Special Education: 1995-1997 and was approved by the State Board of Education in April 1994.

The Oregon agencies included in the on-site review process for monitoring are:

1. Public schools;

2. Programs operated by the Department including Early Intervention/Early Childhood Special Education programs, Day and Residential Treatment programs, hospital programs, juvenile corrections schools and camps, the Oregon School for the Deaf and Oregon School for the Blind; and

3. Adult corrections facilities.

The plan for program reviews includes the following elements:

1. All districts and agencies responsible for the education of children and youth with disabilities are visited by a Department team once every six years. The current six-year cycle begins with the 1994-1995 school year and continues through the 1999-2000 school year as shown in **Table 1.**

2. Each Oregon county is assigned to one of the years in the six-year cycle. By organizing visits by counties, the Department can evaluate compliance issues that involve interactions and interrelationships among the various districts and agencies in a county and work with them on a systemwide basis. In addition, one Department staff is assigned as the primary contact for the county, providing the districts and agencies in that county a consistent person at the Department to contact.

3. Compliance problems are often ones involving how well people within an agency and across agencies understand the federal and state regulations standards and how well they work together to meet the standards. In order to be sensitive to this human quality, visiting teams conduct staff interviews as well as document reviews to evaluate an agency's level of compliance.

   As part of this effort, the Department has used a process for including agency representatives along with Department staff on On-Site Review teams. By including agency "peers" on the teams, they become more sensitive to the practical, day-to-day issues and problems of operating a special education program. This is reflected in the interactions among team members and between the team and the agency staff and in the reports prepared by the team after the visit.

Table 1
1994-2000 Monitoring Cycle

Cycle/Year	Counties	County Leader
Cycle I 1994-1995	Clackamas	Beth Dohrn
	Coos	Beth Dohrn
	Curry	Mike Barker
	Douglas	Beth Dohrn
	Gilliam	Diana Allen
	Morrow	Bob Siewert
Cycle II 1995-1996	Benton	Kim Kay
	Klamath	Valerie Miller
	Linn	Kim Kay
	Marion	Bob Siewert/ Mike Barker
	Wallowa	Diana Allen
Cycle III 1996-1997	Baker	Kim Kay
	Clatsop	Beth Dohrn
	Jefferson	[TBD]
	Malheur	Valerie Miller
	Multnomah	Bob Siewert/ Kim Kay
	Tillamook	Beth Dohrn
	Washington	Kim Kay
Cycle IV 1997-1998	Columbia	Bob Siewert
	Deschutes	Mike Barker
	Hood River	Mike Barker
	Lake	[TBD]
	Multnomah	Bob Siewert/ Kim Kay
	Polk	Valerie Miller
	Sherman	Mike Barker
	Union	Bob Siewert
	Wasco	Valerie Miller
Cycle V 1998-1999	Grant	Nancy Johnson-Dorn
	Jackson	Valerie Miller
	Lane	[TBD]
	Marion	Bob Siewert/ Mike Barker
	Wheeler	Bob Siewert
Cycle VI 1999-2000	Crook	Mike Barker
	Harney	Bob Siewert
	Josephine	Valerie Miller
	Lincoln	Beth Dohrn
	Multnomah	Bob Siewert/ Kim Kay
	Umatilla	Bob Siewert
	Yamhill	Valerie Miller

On-site review teams are focusing on how agencies are implementing school reform practices in special education programs.

4. Reports and any corrective actions that districts and agencies must make are developed in partnership with them. In this way, the strengths and capabilities of the districts and agencies are the basis for the activities to correct compliance problems.

Relationship to 21st Century Schools

The purpose of the on-site review process is to assure that schools and other agencies are meeting the minimum requirements of federal and state regulations concerning students with disabilities. This charge includes assisting any efforts for school improvement that the state of Oregon makes. The on-site review process, then, has a responsibility to support more general school improvement efforts in the state by assuring that they are implemented with students with disabilities and the agencies implement them in ways that are compliant with federal and state regulations more specific to the education of students with disabilities.

For many years, the on-site review process included collecting information on the good practices agencies use and provide feedback in the form of commendations in a report. Since passage of HB3565, the on-site review teams focus on how agencies are implementing HB3565 practices in special education programs. These agencies are commended for their efforts and are used as models of good practice when other agencies ask where successful efforts are evident.

The training and technical assistance provided the agencies involved in the on-site review process focuses on the appropriate implementation of HB3565 components with students with disabilities. Individual agency technical assistance and more general workshops on compliance issues include information on the implementation of HB3565 and the implications of school improvement efforts for special education.

Outcomes from Program Reviews

General patterns that have continued over the past three years of program reviews indicate where agencies are experiencing difficulties with compliance with federal and state regulations. Areas where agencies most often need improvement include:

1. ***IEPs*** - agencies are experiencing difficulty in preparing individualized education programs so that they include the content required in federal and state regulations;

2. ***Free, appropriate public education*** - agencies are experiencing difficulty in organizing and providing services appropriate for students with disabilities, such as extended school year services and procedures and services related to discipline and suspension;

3. ***Transition services*** - agencies are experiencing difficulties with carrying out recent federal and state regulations which require agencies to plan services for transitioning students from school to post-school environments; and

4. ***Placement procedures*** - agencies are experiencing difficulty in meeting federal and state regulations which require that agencies consider several factors and document their considerations when deciding where a child or student is placed for special education services.

Future Issues

Several issues need further consideration and planning in the next two years:

1. As the 21st Century Schools and School Improvement teams begin working specifically on the development and implementation of CIM plans and CAM plans with schools, the Special Education Program Review teams must include a review of these plans and their implementation to assure that federal and state regulations are being met. During the next year, the Office of Special Education will be developing strategies for accomplishing this task and how the process will integrate with 21st Century Schools processes.

2. Federal regulations are being reinterpreted on a regular basis by the U.S. Office of Special Education Programs (OSEP) and the courts. OSEP continues to emphasize different parts of federal regulations in its compliance review process for states. The challenge to Oregon's Program Review efforts is to modify and adjust what and how the Department evaluates an agency's compliance to address the regulatory shifts and to modify and adjust so that little or no additional paperwork is required of agencies.

Comprehensive Application for Special Education Funds

Beginning in 1990, the Office of Special Education began the development of an application process for school districts receiving federal funds through the Department. Federal regulations for local education agency applications were reviewed in detail so that the requirements for applications met the minimum requirements of federal and state law and that the applications did not include unnecessary information.

After reviewing all the federal and state requirements, the Office of Special Education divided application requirements into two groups; those that are required annually in an application and those that are not. The annual application used by the Department was revised to reflect only the annual requirements in federal and state law. All others were organized in the "Comprehensive Application."

The Comprehensive Application is required of districts on a six-year cycle as shown in Table 2. The multiple year cycle reduces the annual paperwork required of districts and provides both districts and the Department with a base for allocating federal funds that span several years.

Table 2
1994-2000 Comprehensive Application Cycle

Cycle/Year	Counties	County Leader
Cycle I 1994-1995	Columbia	Bob Siewert
	Deschutes	Mike Barker
	Hood River	Mike Barker
	Lake	[TBD]
	Multnomah	Bob Siewert/ Kim Kay
	Polk	Valerie Miller
	Sherman	Mike Barker
	Union	Bob Siewert
	Wasco	Valerie Miller
Cycle II 1995-1996	Grant	Nancy Johnson-Dorn
	Jackson	Valerie Miller
	Lane	[TBD]
	Marion	Bob Siewert/ Mike Barker
	Wheeler	Bob Siewert
Cycle III 1996-1997	Crook	Mike Barker
	Harney	Bob Siewert
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	Lincoln	Beth Dohrn
	Multnomah	Bob Siewert/ Kim Kay
	Umatilla	Bob Siewert
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Cycle IV 1997-1998	Clackamas	Beth Dohrn
	Coos	Beth Dohrn
	Curry	Mike Barker
	Douglas	Beth Dohrn
	Gilliam	Diana Allen
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	Clatsop	Beth Dohrn
	Jefferson	[TBD]
	Malheur	Valerie Miller
	Multnomah	Bob Siewert/ Kim Kay
	Tillamook	Beth Dohrn
	Washington	Kim Kay

The Comprehensive Application focuses on the federal and state requirements for local school district policies and procedures for the operation of special education programs. These required policies and procedures are arranged in the following 13 categories:

Final responsibility for developing procedures for operation of local special education programs rests with each local district.

I. ***Child Find,*** which includes policies and procedures for initially locating, evaluating and identifying students for special education programs and services;

II. ***Confidentiality of Personally Identifiable Information***, which includes federal and state requirements for policies and procedures in all agencies that maintain confidential records;

III. ***Full Educational Opportunity Goal,*** which is the requirement that all local school districts' policies and procedures provide for training of staff, parents and others concerning special education;

IV. ***Parent Involvement,*** which includes policies and procedures for involving parents of students with disabilities in the development of special education programs and services in local school districts;

V. ***Participation in Regular Education,*** which includes the requirements for policies and procedures concerning the provision to students who are disabled, the opportunity to participate in educational activities with their non-disabled peers and that special education be provided in the least restrictive environment;

VI. ***Individual Education Program,*** which includes requirements for policies and procedures concerning the development of IEPs;

VII. ***Procedural Safeguards,*** which includes requirements for policies and procedures for protecting the due process rights of parents;

VIII. ***Evaluation Procedures,*** which includes requirements for policies and procedures concerning conducting an evaluation and identification of a student;

IX. ***Private Schools,*** which includes federal and state requirements for policies and procedures concerning how public agencies interact with private and parochial schools where parents have enrolled their child;

X. ***Free, Appropriate Public Education,*** which includes requirements for policies and procedures for implementing full educational opportunity for students with disabilities;

XI. ***Application Made Available to the Public,*** which includes the requirements for policies and procedures the local school district uses to make any application for federal funds available for public review and comment; and

XII. ***Nondiscrimination,*** which includes requirements for policies and procedures that address how the local school district meets the nondiscrimination requirements of civil rights law.

Sample procedures were developed over a two-year period by the Department of Education staff with consultation from the Western Regional Resource Center at the University of Oregon, the National Association of State Directors of Special Education and field input from over 150 school district administrators, teachers, parents and others from across the state. The purpose of the document is to help school districts in Oregon develop procedures for the operation of local special education programs.

The sample procedures document is formatted to show the legal requirements in the left column of each page with the sample procedures in the right column. A district is not required to use the sample procedures document. However, each district must have policies and procedures for special education that conform to the requirements of state and federal legislation. Final responsibility for the development of the required policies and procedures rests with each local district.

The sample procedures contained in the document work in unison with the Local Education Agency (LEA) Comprehensive Application. The Comprehensive Application is a school district application for federal funds that contains the district's policies and procedures for special education required by federal and state regulations. If a district already has special education policies and procedures, or wants to develop its own, the policies and procedures must meet the criteria established by the Department of Education.

The sample procedures document contains the same 13 areas as the LEA Comprehensive Application and is in the same order. The appendices include additional areas for which there are no federal requirements for local district policies and procedures. However, districts may want to have procedures in these areas.

As federal laws and interpretations change, the Comprehensive Application form and the sample procedures document are being updated to reflect these changes, making it a dynamic document for use by all school districts in the state as well as by the Department of Education.

Part 2--School-Based Programs

Purpose of the Program

Most students with disabilities are provided with special education services within their local education agency. Ninety-eight percent of Oregon's school-age students with disabilities receive special education services in school-based programs. The purpose of these programs is to ensure that students benefit from an appropriate education provided in the least restrictive environment.

Ninety-eight percent of Oregon's students with disabilities receive special education services in school based programs.

Student eligibility, services and district responsibilities are governed by the Individuals with Disabilities Education Act (IDEA), Chapter 1 of the ESEA, U.S. Office of Special Education Programs, ORS Chapter 343 and Oregon Administrative Rules.

The Department of Education supports districts' efforts to provide quality services to students with disabilities, by emphasizing students' strengths and associations with their peers who are not disabled, and de-emphasizing less important factors such as the students' category of disability. To this end, technical assistance in program development focuses on such factors as identification of educational needs, developing effective schooling practices for students with a full range of diverse needs and integrating program improvement for students with disabilities and school reform efforts. The Department of Education also provides school districts with technical assistance through publications specific to compliance issues, federal and state law, promising practices and emerging special education issues. Program specialists at the Department provide technical assistance and training to school staff and assist districts with specific problems in implementing programs for students.

Whenever possible, the Department promotes reforms that support provision of quality services to students in a nondiscriminatory fashion. A weighted basic school funding formula and a simplified system of identifying students with mental retardation are examples of such efforts and are described below.

Previously, this report was organized by category of disability. The current report looks at available data as indicators of educational need and describes the data in terms of trends in identification and placement.

Table 1

School Programs Comparison Over 3 Years
Primary Disability

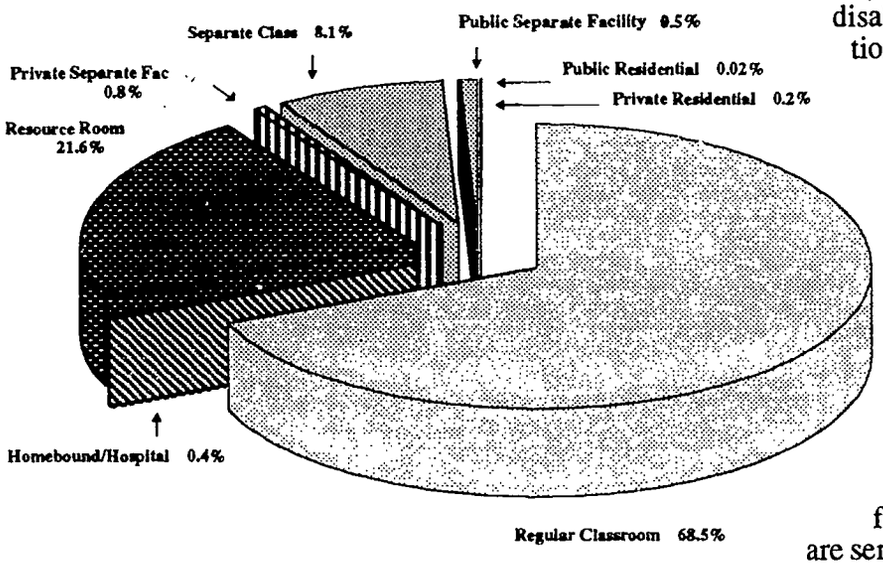
	1991	%	1992	%	1993	%
Mental Retardation	3,671	7.1%	3,784	7.3%	3,749	7.2%
Hearing Impairment and Deaf	1,035	2.0%	1,091	2.1%	1,026	2.0%
Visual Impairment	304	0.6%	363	0.7%	345	0.7%
Deaf-Blindness	6	0.0%	9	0.0%	9	0.0%
Speech and Language Impairment	13,998	27.0%	14,031	27.0%	13,798	26.6%
Serious Emotional Disturbance	2,600	5.0%	2,870	5.5%	2,966	5.7%
Orthopedic Impairment	859	1.7%	876	1.7%	833	1.6%
Traumatic Brain Injury	n/a	n/a	44	0.1%	118	0.2%
Other Health Impairment	906	1.7%	1,042	2.0%	1,317	2.5%
Autism	422	0.8%	600	1.2%	701	1.4%
Specific Learning Disabilities	28,107	54.1%	29,359	56.6%	29,415	56.7%
Total	**51,908**		**54,069**		**54,277**	

Description

Information on Students: School district programs serve students in all categories and with a full range of severity of disabilities. As shown in **Table 1**, the most prevalent disabilities are found in the areas of speech and language, 26.6 percent of eligible students and learning disabilities, 56.7 percent of eligible students (1993).

The data in this report are taken from the annual special education child count conducted on December 1. The first table shows the number of school-age children, ages 5-21, in each disability category over three years (1991, 1992 and 1993). Many of the students, as shown in the table, also have one or more additional disabilities requiring special education and related services.

Chart 1
Federal Placement Categories 1993



All students counted in the annual child count are provided with special education programs that are individually designed to meet their unique needs. The students are served in a variety of ways by local school districts. **Chart 1** and **Table 2** show the options reported by schools in 1993, using the federal placement definitions. The options reflect the percent of time students are served in special education and the arrangement of the services.

Table 2
Federal Placement Categories, 1993

	Count	Percent
Regular Class	37,163	68.5%
Resource Room	11,734	21.6%
Separate Class	4,376	8.1%
Public Separate Facility	246	0.5%
Private Separate Facility	421	0.8%
Public Residential	11	0.0%
Private Residential	83	0.2%
Homebound/Hospital	243	0.4%
Total	54,277	100.0%

Program: School district programs are organized and operated by the school district administration and the local board of education. In addition to the technical assistance described above, federal and state law require that the Department of Education assumes responsibility for oversight of the local education agencies' programs. The Department conducts a comprehensive review to monitor the implementation of local programs and to ensure compliance with federal and state statutes, administrative rules and policies.

The Department accomplishes this review in two steps. First, each district submits a comprehensive plan for special education to the Department when it applies for federal funds. These plans are audited for compliance with federal and state law. Monitoring teams also conduct an on-site visit to determine whether the district is appropriately implementing its special education plan. Technical assistance is provided to districts to assist in correction of deficiencies. This procedure is described in more detail in the section *"Department Responsibility for Compliance."*

The Department also conducts a statewide census of students on December 1 that is used for providing districts with federal and state funding for students with disabilities. During the 1990 Legislative session, a simplified state special education funding formula was adopted with passage of SB 814. This approach replaced a complicated application process with a formula that employs weighting of the district's basic school support. Under this formula, each student who is included in the special education child count generates twice the basic school support amount. The formula sets a ceiling for students with disabilities at 11 percent of the district's average daily membership. **Table 3** shows percentages of special education students for the state over three years.

Table 3
School Programs Comparison
Over 3 Years As Percent of ADM

	1991	1992	1993
Special Education*	51,908	54,069	54,277
Percent	10.88%	11.10%	11.01%
ADM-R	476,947	487,075	493,013

School-Based Program Components

Special Education: All students who are eligible for special education receive specially designed instruction. This instruction may include instruction in any academic, adaptive, or behavioral skill that is necessary to ensure that the student benefits from his or her education. Each student's instruction is individually determined and is described in the Individual Education Plan (IEP). The IEP is designed by a team of people that includes the student's parent(s).

Supplementary Aids and Services: Most students with disabilities served in school-based programs receive supplementary aids and services in conjunction with their regular classroom placement. Supplementary aids and services may consist of in-class instruction either individually or in small groups, pull-out services, or programs of modifications and adaptations. Modifications and adaptations may include classroom work that is tailored to the individual student, presentation of information tailored to a student's learning needs, or special learning materials such as adapted texts or materials on tape. Peer tutors, paraprofessionals, or volunteers may assist teachers in providing these services.

Related Services: Many students with disabilities receive one or more related service. Related services are integral to the success of the student with a disability in meeting IEP goals and objectives. Related services may support the attainment of students' academic, motor, mobility or functional skills. Related services may also consist of such services as transportation or physical assistance in completing tasks. Increasingly, the supports of related services personnel are provided in the regular school environment.

Indirect and Collaborative Services: Schools typically employ collaboration between regular and special educators to ensure that students receive an integrated program of study. This kind of approach allows a team of professionals to plan a special education program for a student that maximizes the school's resources and the student's opportunities with non-disabled peers. Special education and regular classroom teachers and related service personnel may work together in pairs or on grade level or departmental teams, or student assistance teams. Indirect services become pivotal in planning an effective program that optimizes the involvement of students with disabilities, as schools adopt more developmentally appropriate practices, including more flexible patterns of grouping students for instruction.

Transition: In the reauthorization of PL 94-142 as the Individuals with Disabilities Education Act, significant new requirements were placed on local districts with respect to providing activities for students with disabilities to

Table 4
School Programs
Age Comparison Over 3 Years

	1991	1992	1993
5 Yrs	260	1,368	1,576
6 Yrs	2,529	2,431	2,421
7 Yrs	3,910	3,994	3,819
8 Yrs	5,373	5,374	5,273
9 Yrs	5,687	6,011	5,933
10 Yrs	5,559	5,725	5,835
11 Yrs	5,004	5,260	5,203
12 Yrs	4,482	4,801	4,767
13 Yrs	4,136	4,260	4,462
14 Yrs	3,706	4,010	3,999
15 Yrs	3,257	3,445	3,577
16 Yrs	2,746	2,939	2,895
17 Yrs	2,202	2,316	2,350
18 Yrs	1,298	1,378	1,387
19 Yrs	412	445	493
20 Yrs	246	237	239
21 Yrs	101	75	48
Total	**51,908**	**54,069**	**54,277**

prepare them to move smoothly from school to the adult community. As a result, there are changes in the number and type of students who receive services at age 19 after students typically have left school. **Table 4**, showing the ages of students with disabilities served in school programs, reflects these changes. As districts build their transition services for students, these numbers will probably continue to climb.

It is expected that increased transition services will reduce the number of students leaving before completion of a high school program, as will restructuring to involve students in the Certificate of Initial and Advanced Mastery programs. Transition services are specialized services for students with disabilities, but are similar in philosophy and structure to programming for students as they move toward the CIM and CAM.

Transition requirements dictate that students are involved in their educational planning beginning at age 16, that schools act as facilitators of interagency planning when there are services available from other agencies. Transition activities are provided in instruction, development of adult living and employment skills, and community living skills.

Assistive Technology: IDEA also contains another new requirement, that of provision of assistive technology to students. Assistive technology is any system or device that improves a student's functional skills and allows the student to benefit from special education. Increasingly, devices such as augmentative communication systems and computers for word processing are being used by students to help them to overcome the effects of their disabilities and participate more successfully in school.

Identification of Students: In 1992, districts began to receive funds under HB 814, which provides double the basic school fund for each student with a disability. This legislation also put a cap of 11 percent on the percentage of a district's average daily membership that could be claimed on the special education child count. Districts are allowed to exceed this cap only with a special waiver.

In 1992, implementation of special education began for children 3 and 4 years old who are eligible in any IDEA category. This has affected the number of children who enter school identified as having a disability. **Table 4** shows an increase in 5-year-old children over the past several years. This suggests that young children with disabilities are receiving school-based services at a younger age.

Where are Students Served? The great majority of students with disabilities in Oregon are served in regular classroom placements in conjunction with a supplementary service such as a resource room. As Table 2 demonstrates, there are a small number of students served in separate programs such as self-contained classrooms or special schools.

Placement practices are based on the student's individual needs rather than by the category of disability. Students with more severe disabilities are, however, sometimes served in more restrictive placements than students with typically less severe conditions. All students served in school-based programs by local education agencies spend at least part of their day with their non-disabled peers.

Placement practices have been affected by a number of factors including a national movement to include students with disabilities in general education settings, legal decisions supporting the right of students with disabilities to be educated with their non-disabled peers and focused personnel development to build the capacity of schools to support children in non-restrictive environments.

The goal of the Office of Special Education is to ensure that all students benefit from the advantages offered in school reform.

Relationship to 21st Century Schools

The Office of Special Education supports school districts as they develop and implement components of school reform. Many special education practices may serve as models for components of school reform. The field of special education, for example, has been involved with the development of alternative learning environments and the development of supports to students in regular classrooms to ensure student success. In the development of IEPs, special educators have utilized outcomes to assess student progress. Special educators are familiar with the concepts behind developmentally appropriate practices and their implementation in an age appropriate manner. Transition services, as noted before, have developed practices to improve the movement of students from school to work and adult living.

The goal of the Office of Special Education is to ensure that all students benefit from the advantages offered in school reform.

Outcomes

Outcomes are assessed for each student in special education each year as the student's progress toward goals and objectives on his or her IEP are reviewed. Since special education instruction is increasingly provided in regular education settings, there are often unanticipated benefits for both the student with a disability and his or her peers. As a student in third grade described in a letter to a class that was about to receive a student with multiple disabilities said: *"You are very luky to have a boy like Tom in your class, I now that it relley feles nice to help him by being a guide. In your free time he likes to be read to, but you may not be abel to make friends with him if you treat him like a baby, he's 9 years old so plese treat him that way."* The relationship between these two students developed reading skills, friendship and social skills and positive values for both.

Special education services typically address the core skills that are necessary for a student's academic and educational growth. A third grader reported that her peer with "Down's Syndrome 'is learning to say all of the kids names in our class this year and he is learning to read like, first grade books.' It's a big deal because he is mentally retarded." Sometimes these services are provided in regular classes and sometimes in pull-out programs. The supplementary services brought to a student, along with collaborative efforts, can provide outstanding results.

The related services and assistive technology that are in rapid development and now required by IDEA are keys in allowing students to participate in regular educational environments and benefit from school. Assistive technology offers students the possibility of independence and increased participation, as demonstrated by the experience reported by an occupational therapist (inset).

"Sonya's educational history is already a long one filled with problems and frustrations . . . [even though] she learned some strong decoding skills in the resource room . . . the spark for learning and the puzzle piece essential in making her experience whole rather than fragmented is missing. [This year] she has a teacher who excels in teaching students of diversified levels. Modifications are made, folders have been made to help her organization and complete the picture for her as she learns."

—a special educator

Future Issues

The implementation of HB 3565, the reauthorization of laws relating to individuals with disabilities and trends in the field, will affect the activities of the Office of Special Education in several ways.

1. Special educators need to be increasingly involved in school reform efforts on a local level. Site teams need to address the needs of students with diverse needs and districts must address the inclusion of these students as new curriculum and program components are developed. The Office of Special Education's 21st Century Schools Team will continue to develop and provide technical assistance to local districts regarding these efforts.

2. The relationship between district's identification of students and the systems used to allocate state funds will continue to be examined as the effects of SB 814 are assessed. Issues around low incidence students with intense needs and districts whose identification rate exceeds the 11 percent cap will be identified.

3. Recent federal courts' decisions have made districts increasingly aware of the obligation to provide students with a range of services within regular educational environments. This trend combined with declining resources has and will continue to, encourage districts to develop new models to serve students.

"Using the collaborative model, I was able to help a fourth grader work on a presentation for an integrated curriculum unit while working on his IEP goals. This student was complemented on his presentation by ***all of his peers.***"

—a special educator

"Today, Jeramy, a second grader, fed himself ***by himself!*** *He has a severe form of cerebral palsy and does not have the control of his muscles to hold a spoon by himself or eat alone. He has eaten either by being fed or hand over hand. The Regional Program purchased an electric feeder for him to use as long as he's in our schools. Jeramy beamed with pride at doing what other children do so naturally." This theme of using such services to help children be more like each other is reinforced by this example from a speech therapist: 'It is a tremendous breakthrough for a child to be able to make a simple request for a need when others have had to second-guess his needs in the past. This small act, so routine for most of us, grants a generous sense of pride and self-confidence which we would find hard to even imagine.'"*

—a special educator

Part 3--Talented & Gifted (TAG) Programs

Purpose of Program

The Talented and Gifted Program was first initiated by the 1957 Legislature and was continued through the mid-sixties. The program was reinstated by the 1977 Legislature as a permissive, stimulus grant program in ORS 343.395 through ORS 343.405 and in the Department of Education Administrative Rules.

1977 The Legislature appropriated $1,000,000 for the 1978-79 school y...

Rules for stimulus grants were adopted by the State Board of Education.

1978 The Oregon Department of Education applied for and receives a three-year, $225,000 federal grant for statewide program development.

1979 The Legislature appropriated $1,000,000 for the 1979-81 biennium for stimulus grants and adopts amendments to statutes for program operations.

In 1988-89, 288 districts reported having some options appropriate for talented and gifted students in their schools.

1981 The Legislature appropriated $640,000 for stimulus grants during the 1981-83 biennium.

1983 The Legislature appropriated base budget plus fixed percent increases for stimulus grants during the 1983, 1985 and 1987 sessions.

The purposes of the stimulus grant program were to demonstrate state interest in talented and gifted students, to encourage school districts to develop local policies and programs, and to provide support for improving instruction for students who are talented and gifted through district grants, statewide training activities and technical assistance.

During the past 17 years, approximately half of the school districts applied for and received grants. The applications were evaluated by the State Advisory Committee on Talented and Gifted Education which recommended a list of district applications to the State Superintendent of Public Instruction for final approval annually.

In an effort to increase services to talented and gifted students, the 1987 Legislature mandated programs and services for talented and gifted students in ORS 343.407 and ORS 343.409. Students in all grades were identified during the 1990-91 school year and programs and services were in place in 1991-92.

1987 The Legislature adopted a mandate for the Talented and Gifted Program, K-12, to be implemented in a two-step process beginning in the 1990-91 school year.

In a 1988-89 study of programs and services in schools statewide, 288 districts reported already having some options appropriate for talented and gifted students in their schools. One hundred sixty-two of these districts had identified their talented and gifted students and 102 districts reported budgets specifically for implementing programs and services. The 1987 mandate guarantees that all talented and gifted students in Oregon receive these programs and services.

1989 The State Board of Education adopted rules for the Talented and Gifted Education Program in OAR 581-22-403, making the program a school

standard. School standards criteria for evaluation are developed and distributed to school districts.

1990 The Legislature adopted a measure that limits the categories covered by ORS 343.407 and 343.409 to intellectually gifted and academically talented in ORS 343.413. This limitation reduces the impact of the mandate on school districts.

In 1993, the Oregon Legislature initiated a $200,000 budget to support six regional training centers.

1990-91 School districts in Oregon began the evaluation of students for eligibility for the talented and gifted education program.

1991-92 School districts began implementing special educational programs and services for identified students.

The 1993 Legislature took several actions regarding the TAG program. In the process of reducing state general funds, the grant-in-aid program for TAG was eliminated and a $200,000 budget was initiated to support six regional training centers. The Department contracted with the Divisions of Continuing Higher Education at OSU, UofO, WOSC, EOSC, SOSC and PSU to provide training and technical assistance to school districts on talented and gifted education on a regional basis. The six institutions cooperatively developed regional structures and advisory groups from the school districts within each of their regions to plan and conduct training.

In addition, the House Education Committee requested that the Department of Education review the TAG administrative rules to reduce paperwork requirements on districts.

1993 The Legislature eliminated the TAG grant-in-aid program and initiated a $200,000 fund to provide training on a regional basis.

The 1993 Legislature also initiated a review of Board administrative rules to eliminate unnecessary paperwork.

During the 1993-1995 interim, the Department organized a rule review committee, made up of representatives from the Oregon School Boards Association, the Confederation of Oregon School Administrators, the Oregon Association for Talented and Gifted Education and parents, that reviewed the TAG administrative rules and proposed revisions.

1994 The Department of Education developed revisions for Oregon Administrative Rules to address the concerns of the Legislature. Revisions were adopted by the State Board of Education.

Description

Student Information: The identification process described in the Oregon Administrative Rules requires that school districts identify intellectually gifted and academically talented students. The limitation of districts' obligation to these two categories is described in ORS 343.413. Additional categories described in statutes remain permissive and districts have, to some extent, identified these students. The information in **Table 1** includes data describing the progress of the identification of students. Data were collected during the 1987-88 school year, the year the state mandate was passed by the legislature. In addition, identification data was collected in the Department's fall report for 1991, 1992 and 1993. The 1991 report reflects the status of identification during the year the legislature required districts to conduct an identification process. The 1992 data reflects the

TABLE 1 - TAG Demographics

	1987-88*	1991-92*	1992-93*	1993-94
Intellectually Gifted	na	15,313	22,648	16,278
Academically Talented	na	14,414	16,465	17,476
Other Non-Mandated Categories	na	2,238	2,118	2,088
Total, All Categories	20,540	31,965	41,231	35,842
Percent All Identified	5.53%	7.94%	8.13%	7.02%
Mandated Categories	na	29,727	39,113	33,754
Percent Mandated Categories	na	7.38%	7.69%	6.61%
Per Pupil, All Categories	$345	$321	$263	$194
Total Funds Reported	$7,083,937	$10,254,873	$10,839,552	$6,968,507

* Funds include State Grant-in-Aid.

year that the legislature required districts to implement programs and services for students who are identified.

The progress of the identification of TAG students is compared in Charts 1 through 3. **Chart 1** shows the total number of students identified in 1987-88 and in 1991 through 1993 for all mandated and non-mandated categories.

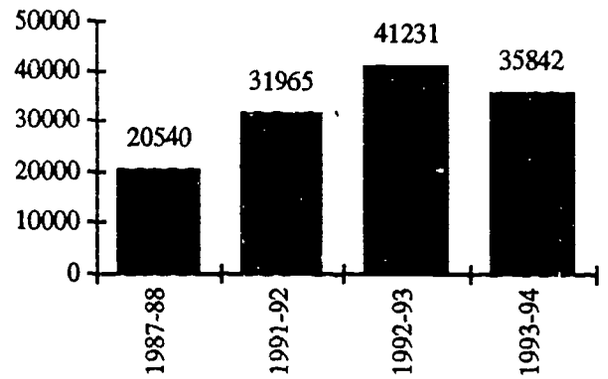
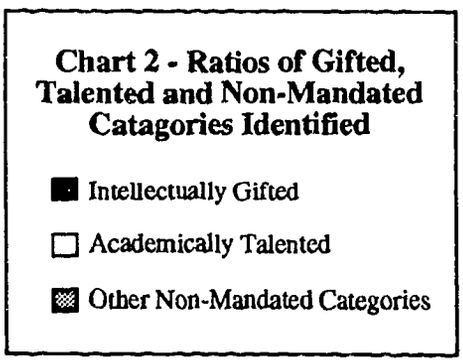
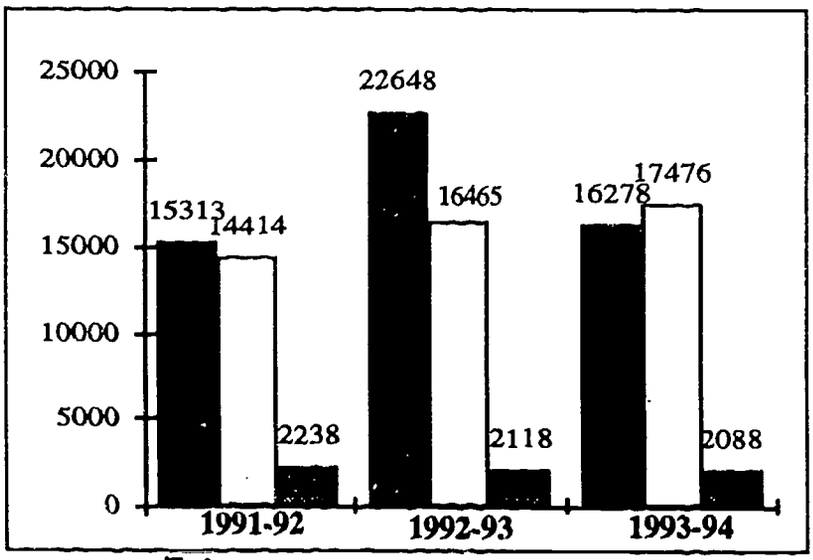


Chart 1 - Total Number of Students Identified in Mandated and Non-Mandated Catagories

Chart 2 shows the ratios of intellectually gifted, academically talented and the non-mandated categories identified for these years. Data collected for 1987-88 did not separate the categories and is not, therefore, included in Charts 2 and 3.

Chart 3 compares the percentages of TAG students identified to the total school population for both all identified students and those identified in the mandated categories.





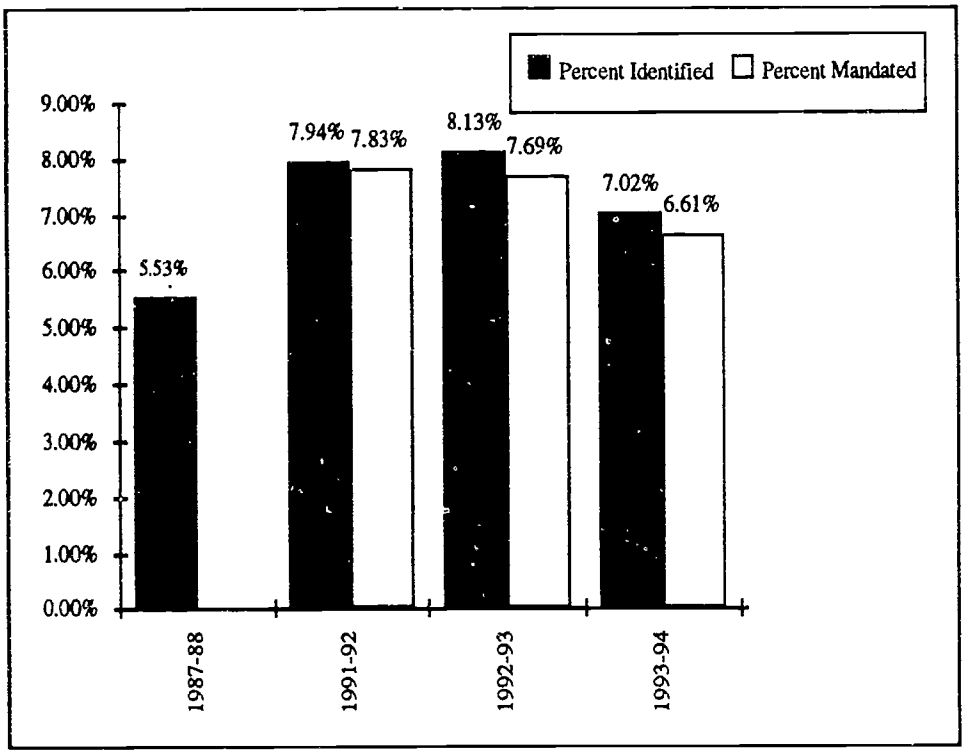


Chart 3 - Percentages of Identified Students

Organization and Operation: The Talented and Gifted Education Program is located in the Office of Special Education Programs at the Department of Education. A .15 FTE specialist is assigned to the program to administer activities related to the implementation of the identification, and programs and services by school districts and related activities.

1. The Department's specialist currently manages contracts with six colleges and universities to develop and provide training and technical assistance to school districts. The training and technical assistance activities are planned with the assistance of planning committees in each region made up of school staff from the districts in each region.

   The focus of the training and technical assistance includes the minimum requirements of state law for TAG programs and specific issues such as early identification, secondary programs, services delivery models and other areas identified by the district staff on the planning committees. The Department stresses the priorities established by the State Superintendent of Public Instruction so that models and methods for teaching talented and gifted students support the school reforms emphasized in 21st Century Schools programs.

   The development of these six regional training programs is a result of a three-year federal training grant for talented and gifted education during 1990 through 1993. The unique quality of this regional structure is the cooperative agreements among the divisions of continuing education at the six state institutions of higher education.

2. The Department's specialist also provides information and technical assistance to school districts and parents concerning the state TAG requirements. Requests from parents concerning their rights under the state law and procedures for filing complaints have increased during the past four years. The assistance provided includes assistance in improving communication between parents and schools and informal mediation of disagreements.

3. The Department specialist works in conjunction with other staff at the Department and with school districts in coordinating TAG programs with school improvement and 21st Century Schools activities.

Budget Information: The History of the Talented and Gifted Program grant-in-aid funding is shown in **Table 2** and **Chart 4**. Because of state fiscal problems,

Table 2

Year	Funds Available for TAG	Number of District Programs
78-79	$1,000,000	40
79-80	507,700	47
80-81	650,000	39
81-82	300,000	14
82-83	339,400	18
83-84	318,700	16
84-85	326,600	20
85-86	334,400	20
86-87	336,375	21
87-88	355,031	17
88-89	369,524	18
89-90	376,691	23
91-92	416,692	19
92-93	416,691	16
93-94	$100,000	*
94-95	$100,000	*

*Funds support 6 regional training programs

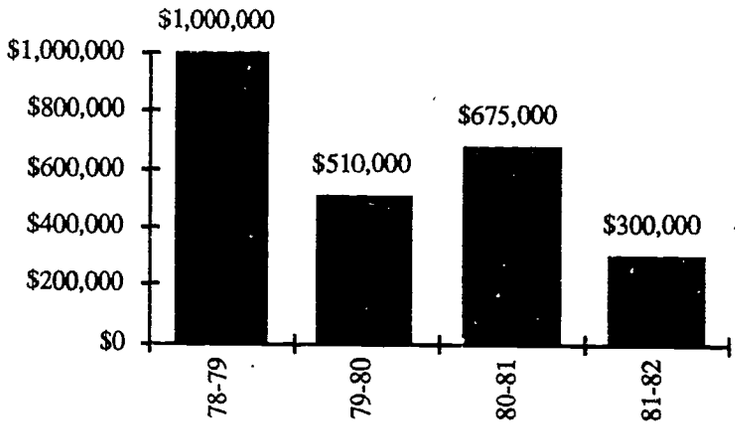


Chart 4 - History of State Funding to Support TAG Education

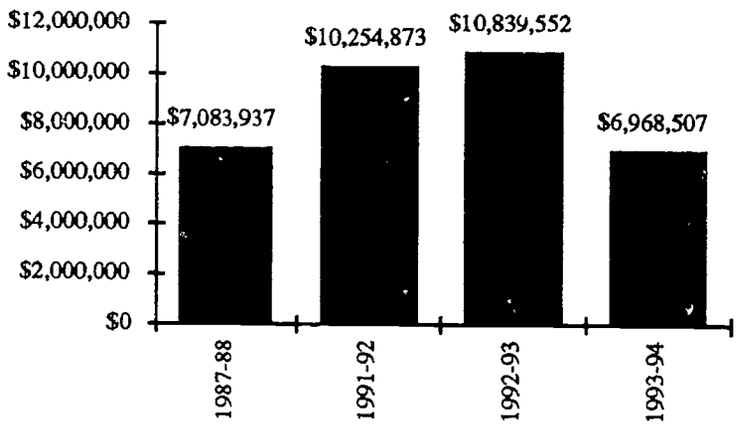


Chart 5 - Total Reported Funds From All Sources

the $1,000,000 appropriation for the 1978-79 school year was reduced to $1,157,700 for the two years of the 1979-81 biennium and again reduced to $639,400 for the 1981-83 biennium. Base budgets plus a fixed percentage increase were allocated in each of the following biennia.

Since the enactment of the TAG mandate in 1987, district total expenditures for programs and services for talented and gifted students have increased. **Chart 5** shows the reported annual expenditures for talented and gifted education programs. The information covers the 1987-88, 1991-92, 1992-93 and 1993-94 school years. The 1993-94 total expenditures, though, were down from 1992-93. This may be a result of Ballot Measure 5 effects on schools, or may have other causes.

The average per pupil expenditure has steadily decreased over the same period.

Future Plans and Issues

1. Of primary concern to local school district boards and administrators is the cost of the programs and services. School finance issues and the increased requirements on school districts are at cross-purposes in the talented and gifted program. Currently, no statewide funding support specific to the talented and gifted program is available for districts to implement the mandate.

2. The mandated programs and services described in Oregon's administrative rule focus on appropriate instruction in the school's academic and instructional program. The rule requires that the students' instruction be provided at their level of learning and that the instruction be paced at the students' ability to progress or "rate of learning." (These same requirements are also addressed in HB 3565.) The rule, therefore, addresses talented and gifted students' learning capabilities in relation to the instructional programs schools already provide rather than a specific type or model of program. This flexibility requires a great deal of technical assistance to help districts learn about, modify and adopt good practices for their local schools.

   "Rate of learning" is a complex, learning characteristic that requires modifications in how teachers and administrators organize instructional programs in all classrooms and within schools. A variety of program options and organizations proved to be effective for accomplishing this goal, but considerable planning, teacher training and special assistance are needed to make these changes. These options often correspond with 21st Century Schools priorities.

3. Although TAG education and 21st Century School Reform are mutually supportive, TAG programs focus on very unique needs of students that require some additional planning and resources.

As can be seen in the budget information, the expenditures for TAG have steadily decreased over the past several years.

Part 4--State Operated & State Supported Programs

HOSPITAL PROGRAMS

Purpose of Program

The primary purpose of Hospital Programs is to provide instruction to students while they are hospitalized. Students served in hospital programs are patients in the state-operated hospitals (Oregon State Hospital, Dammasch Hospital, Oregon Health Sciences University [OHSU] Hospital and Fairview Training Center) and private hospitals (Emanuel Hospital of Portland and Shriners Hospital), which meet the criteria established by ORS 343.261.

Students in the hospital programs come from throughout Oregon and present a variety of instructional needs and challenges for educational staff. Objectives for students include: tutoring during hospitalization to maintain the educational goals of their home schools, instruction and related services which emphasizes the basic school subjects within a regular school curriculum, specially designed instruction as described in an eligible student's Individual Education Plan and instruction toward high school or GED program completion.

The education services are provided by local school districts or education services districts, under contract from the Department of Education and in cooperation with the respective hospital authorities.

Description

Students served by the education components of the hospital programs are representative of two general categories, which results in instructional designs and staffing patterns with unique characteristics.

The students at Emanuel Head Injury Unit and Emanuel Acute Care, Shriners and OHSU are primarily children hospitalized for acute or chronic medical conditions requiring extended hospital care. Most of the children require instruction or tutoring in a regular education curriculum during their hospital stay. With the exception of those students with chronic health conditions, such as cystic fibrosis, requiring repeated and systematic re-hospitalizations, most of the children served arrive without notice for acute medical care. Therefore, the education staff in those facilities are employees of Portland Public Schools.

The Oregon Legislature approved a $1,934,242 budget for hospital programs for the 1993-95 biennium.

The students served at Oregon State Hospital (OSH), Dammasch Hospital, or Fairview Training Center represent children with serious mental health needs or developmental disabilities. The length of stay can range from as little as 30 days to more than two years. For example, Marion ESD operates three schools at the Oregon State Hospital for children between the ages of 5 and 18. The Oregon State Hospital has the largest hospital enrollment. The Marion ESD also provides individualized instructional services to students ages 18 to 21 years. In 1993-94, three of the students at OSH received their commencement in ceremonies at the Hospital.

For the 1993-95 biennium, the legislatively approved budget for the hospital programs was $3,438,751. This includes $1,934,242 in state general funds, with the balance from federal funds and other funds including county school fund billings.

Relationship to 21st Century Schools

"...that all students can learn when offered appropriate learning opportunities...."

Included in the values of Oregon's Education Act for the 21st Century is the recognition, "...that all students can learn when offered appropriate learning opportunities...."

The Act goes on to stress the importance of alternative learning environments in meeting the unique needs of special student populations. The Act underlines the critical need for a meaningful interaction between education and social service programs. The education services provided to the children in the hospital programs are excellent examples of these values. Individualized instruction, unique teaching strategies, flexibility in scheduling and attendance and integrating education with a variety of other critical life services are all exemplified by the teaching staff in these programs.

Outcomes

The success of the education services provided to the children in the hospital programs is evident for each child. Children in hospitals should be evaluated in relationship to each individual child's development and growth.

A description of the challenges faced by the children that receive services in hospital programs can be daunting. The following is an example of the range of needs:

- A child from Russia brought to Oregon for treatment of severe burns;
- A 7-year-old child admitted to Emanuel with severe head injuries requires educational assessment and transition services back to the home community;
- A child on an eight-week hospitalization schedule for medical intervention for cystic fibrosis;
- An adolescent undergoing major orthopedic surgery and extended rehabilitation at Shriners; and
- At Oregon State Hospital, children and youth whose lives have been a series of traumas, abuses and abandonments.

Success is measured by successful transitions, restored health with minimal losses in academic attainment upon returning home, or successful high school equivalence or a GED for a young person that has had too many reasons to quit trying, but doesn't. The poem, "Restless," was written by a student from one of the hospital programs. It reflects not only the abilities and skills of the writer, but also her strength of character. Through a life filled with extraordinary challenges and limitations she is moving forward with optimism.

RESTLESS

Sitting here restless
In a world of my own...

Holding on to everything
I've got,

And letting go of what
I want.

Accepting fear as a part
Of life.

Learning that being fearful today,
Means being successful tomorrow.

Sitting here restless
In a world of my own...

Living in the real world
Fighting with every bit
Of strength I have to make it.

Knowing that every obstacle I pass,
Is another bridge I have crossed,

And that every tear I cry
Eliminates another lonely night...

Another lonely night,
Restless
In a world of my own...

Kara Russo 1994

Positive movement and growth are the measure of successful educational services in hospital programs.

Future Plans and Issues

The Department is considering the possibility of shifting the fiscal responsibility for the hospital programs to the school districts in which the hospital is located, through the school fund formula.

The Mental Health and Disabilities Services Division is proposing the closure of Dammasch Hospital. This action could result in an increase of school-age students at the Oregon State Hospital, or in other community-based facilities. Such changes may have an impact on local school districts.

REGIONAL PROGRAMS

Purpose of the Program

Mission and Objectives: Regional services, in cooperation with local school districts, families and community agencies, provide specialized educational support for children with hearing impairments, vision impairments, autism, severe orthopedic impairments and severe health impairments. The goal is to help these children benefit from early intervention and educational opportunities provided in their communities.

Regional contractors are responsible for providing instruction, technical assistance and related services to students.

Statutory Authority: The Oregon Legislature has recognized regionals as an efficient and cost effective system since 1951, when the first program was funded followed by funding additional programs in 1983 and adopting a plan that created a consistent level of service and equitable funding throughout the state. ORS 343.236 is the statutory authority for regional services and standards for operation of regional programs are in OAR 581-15-291 through 296.

Description

Services to children with low-incidence, high-cost disabilities are provided in six geographical areas in the state. This includes services to early intervention, early childhood and school-age children who are eligible as a result of their disabilities and need specialized services. The State Superintendent of Public Instruction sets the boundaries for the regions and selects regional contractors from each of the regions.

The regional services are operated by either an education service district (ESD) or local education agency (LEA). The regional service contractor hires staff with training to provide the needed specialized service. The regional service delivery system provides an assurance of equal access to needed services regardless of where the children live in the state.

Table 1 indicates the geographic configuration for each region and the contractor.

The primary responsibility for each student served by regional programs remains with the local education agency. The regional programs provide specialized services that are not generally available in local districts due to the low numbers of children per district who need these services. These services include instruction to children in specific areas such as Braille, orientation and mobility, language development, use of technology for communication and future employ-

Table 1 - Regional Counties

Region	Counties	Contractor
Region 1 (Eastern)	Baker, Union, Grant, Wallowa, Umatilla, Morrow, Malheur	Union ESD
Region 2 (Central)	Deschutes, Harney, Jefferson, Sherman, Crook, Wheeler, Gilliam	Bend SD
Region 3 (Southern)	Josephine, Lake, Klamath, Curry, Jackson, Douglas	Jackson ESD
Region 4 (Cascade)	Coos, Lincoln, Linn, Benton, Lane	Linn-Benton ESD
Region 5 (Mid-Ore)	Marion, Polk, Yamhill, Tillamook	Marion ESD
Region 6 (Columbia)	Clatsop, Columbia, Washington, Hood River, Clackamas, Wasco, Multnomah	Portland School District

ment opportunities plus occupational and physical therapy. Consultation and training are provided to local education staff and parents in order to provide information about adaptations they can use with these students.

Regionals also help to identify assistive devices students need and training to use these devices that will allow them to participate more fully in their education programs. Consulting nurses work with district staff to help them provide a safe education environment for students who have severe health needs.

The need for services is identified through the IEP process and the programs for children and services to district staff are developed cooperatively between the regional programs and local education agencies.

Table 2 - Regional Enrollment by County, Dec. 1, 1991

County	Students	Percent	County	Students	Percent
Benton	112	2.8%	Lane	354	8.7%
Clackamas	387	9.5%	Lincoln	51	1.3%
Clatsop	49	1.4%	Linn	166	4.1%
Columbia	57	1.85%	Malheur	25	0.6%
Coos	86	2.1%	Marion	368	9.1%
Crook	24	0.6%	Morrow	16	0.4%
Curry	9	0.2%	Multnomah	851	20.9%
Deschutes	144	3.5%	Polk	87	2.1%
Douglas	141	3.5%	Sherman	2	0.0%
Gilliam	2	0.0%	Tillamook	27	0.7%
Grant	8	0.2%	Umatilla	99	2.4%
Harney	15	0.4%	Union	47	1.2%
Hood River	18	0.4%	Wallowa	15	0.4%
Jackson	147	3.6%	Wasco	33	0.8%
Jefferson	19	0.5%	Washington	419	10.3%
Josephine	73	1.8%	Wheeler	3	0.1%
Klamath	98	2.4%	Yamhill	104	2.6%
Lake	8	0.2%	**TOTAL**	**4,064**	**100%**

Coordination and planning for each region is the responsibility of the Regional Advisory Council with representation from the local education agencies and parents who have children served by the region. Statewide coordination is accomplished by a regional management team which consists of the program manager from each region and state specialists for autism and severe orthopedically impaired and the directors of the schools for the blind and deaf. The team meets regularly to address issues relating to statewide services. The Department of Education assigns responsibility for fiscal and program administration to the Assistant Superintendent for Special Schools/Regionals.

Students Served/Services Received: **Table 2** indicates the number of regional program students served in each county.

Table 3 indicates the number of students receiving services in each region by program area: Vision, Hearing, Severe Orthopedic and Autism.

Table 3 - Number of Program Services Provided by Regional Programs, 1990-91

Region	Hearing	Vision	Orth Imp	Autism	Total	%
Eastern	97	52	61	65	275	6.3%
Central	59	42	60	55	216	5.0%
Southern	132	118	138	101	489	11.2%
Cascade	203	140	203	266	812	18.6%
Mid-Oregon	209	96	121	182	608	14.0%
Columbia	559	418	535	443	1,955	44.9%
TOTAL	**1,259**	**866**	**1,118**	**1,112**	**4,355**	**100.0%**
Percent	29%	20%	26%	25%		

Students served by regional programs require a variety of related services which are provided by the regional programs. **Table 4** indicates the services and the number of children receiving these services.

Table 4 - Regional Related Services

Related Services	Students
Orientation Mobility	234
Braille Instruction/Transcription	61
Educational Interpreter	284
Augmentative Communication	800
Physical Therapy	715
Occupational Therapy	733
Low Vision Services	483
Consulting Nurse/Severe Health Imp.	856

Budget Information

The budget for regional services has increased over the past 14 years as shown in **Table 5**. The increases are due to: (1) development of services to students with autism and severe orthopedic impairments, and (2) the addition of the consulting nurse service to districts and the steady increase in the number of students who need and are eligible for regional services.

Table 6 indicates the program history for this program in proportion to total dollars.

Table 5 - Regional History

1981-1983	$12,805,553
1983-1985	$18,021,883
1985-1987	$21,341,206
1987-1989	$23,293,721
1989-1991	$36,796,115
1991-1993	$40,370,842
1993-1995	$41,861,713

Relationship to 21st Century Schools

The specialized instructional services provided by regional staff offer the supports needed for students to develop evidence of accomplishments for portfolios. For many students this will lead to Certificates of Initial and Advanced Mastery. Learned skills will lead the way to successful transition from school to work or further education. Students learn how to use technology such as Braille and computers that allow them written or verbal communications, use of augmentative communication devices, or sign language.

Table 6 - Regional Program History

Program	81-83	83-85	85-87	87-89	89-91	91-93	93-95
Hearing/Vision	79.7%	79.4%	76.4%	71.2%	65.6%	65.4%	65.5
Ortho	19.0%	14.9%	16.9%	19.6%	23.4%	21.2%	20.6
Autistic	0.0%	3.4%	4.8%	5.0%	9.3%	11.49%	11.8
Nurses					1.7%	2.09%	

While many of the regionally served students will be educated in the regular education program setting, some will benefit from alternative learning environments. Each student's individual placement needs will be determined following the IEP and placement process specified in federal and state regulatory language.

Students will be provided, through adaptations and modifications, the tools to develop independent learning and work habits and will develop critical thinking skills leading to making wise decisions and problem solving. Their education will teach them to acquire an interest in the world so that they can become active participants in decisions that will affect them. They will, with the appropriate supports and modifications, attain the ability to do the same things as students without disabilities and become responsible citizens.

Outcomes

Andria is twelve years old and will be entering middle school in the Fall of 1994. Andria has Usher Syndrome, a condition resulting in congenital deafness and progressive blindness. This leads to total deafness and blindness during early adult life. In Andria's situation, she has been deaf since birth and has been rapidly losing her vision with significant deterioration during the past two years. Presently, she has limited tunnel vision, which is blurred, no peripheral or night vision and no color vision.

Andria is currently in the sixth grade attending an elementary school where she is performing at grade level in all subject areas except reading. Her reading skills are about third grade level. Instruction requires Braille for all reading and writing assignments as well as sign language. Because of needing sign language and Braille modes, Andria's reading development and instruction is complex—more than that for a sighted deaf student.

Andria requires a one-to-one interpreter for all communication and especially for all coursework. She accesses the interpreter visually from about 1-2 feet and uses tactile signing when lighting is poor, when she is fatigued, or when information being interpreted is very abstract and involves fingerspelling. Interpreting for Andria, and others with deaf-blindness, involves not only interpretation of communication but also interpretation of all significant environmental information that she is not able to access visually. During typical classroom lessons, all auditory information (teacher's lecture, student comments, etc.) must be interpreted, as well as all visual information that she can no longer see. The interpreter interprets all information written on the overhead or chalkboard, interprets all visual information presented in videotapes, and interprets all "incidental" information occurring naturally in the environment (i.e., . . . "a student just walked in the door and the teacher is now talking with him . . . " or, "Sue is presenting her poster of Norway: it includes a small map in colors, several pictures of mountains in Norway, a recipe for making lefsa . . ., etc.)." Andria's access to visual information is limited to a distance of about 2-4 feet; everything beyond this point must be interpreted to her. As she loses more vision, she is requesting the interpreting to be in the tactile mode. During the past school year, Andria's vision has deteriorated such that a noticeable affect on her communication and social needs has been noted.

Andria is a unique individual. She functions at and above grade level only when the team of specialists are able to accommodate, adapt and meet her needs. Along with all of the specialists involved, technology is a large part of making her life accessible, i.e., Braille writer, large print calculator, Braille watch, large print program access for the computer, Telebraille, cane, etc.. Her personality is such that she is very social with her hearing and hearing-impaired peers, and very independent. Andria knows and actively seeks the necessary adaptations for her inclusion into school and community activities. She participates in all that is accessible to her.

Future Plans and Issues

The following issues continue to be important to maintain the effectiveness of the regional system for providing services:

1. Maintain the **level of services** for each disability area served. This increasingly has become more difficult to accomplish as the percentage increase of regional funding was less than the increase in the number of students needing services.

2. Ensure that students, with low incidence disabilities, receive the level of support they need to develop meaningful portfolios that lead to attainment of the Certificates of Initial and Advanced Mastery; provide the supports needed so that students leave the K-12 education system ready for work or for Higher Education opportunities. Ensure equal opportunities for achievement as their non-disabled peers.

3. Continue to evaluate and refine the service delivery system.

4. An area of high impact on the regional services system will be the challenges for a smooth transition from the current six regional geographic configurations to alignment with the ESD boundaries specified in SB 26. Programs are developed cooperatively between the regional programs and local schools or ESDs.

PRIVATE AGENCY EDUCATION PROGRAMS

Purpose of the Program

Children's Services Division and the Mental Health and Developmental Disabilities Services Division fund a number of day and residential treatment facilities around the state for children with severe emotional disabilities. Those sites serve over 825 children and youth on a daily basis and as many as 1,400 during a year.

While they are in treatment, the children have a right to an educational program. The Department of Education contracts with the school district in which the treatment facility is located to provide the education program, including appropriate special education services.

Over 80 percent of children served in private agency programs are identified as eligible for special education services.

These educational programs are authorized by ORS 343.961 and operate under rules adopted by the Oregon State Board of Education (OAR 581-15-044). Under these regulations, the local school district in which the treatment agency is located is responsible for providing the education and special education services to children enrolled in the treatment program. The Department of Education is responsible for the payment of the cost of the educational services through contracts with the responsible local school district. The statute makes provisions for the local school district to provide the required education services through an agreement with an adjacent school district or education service district.

There are currently 35 of these programs located in 20 school districts.

Description

The children served in these programs have a variety of very special care, treatment and educational needs. Many of the children have been neglected and/or physically, emotionally or sexually abused. Over 80 percent are identified as eligible for special education services under PL 101-476 (Individuals with Disabilities Education Act).

A significant number of the children in treatment programs are living in alternative (not family home) living environments. Over half of the children are in residential treatment programs. Many of the children in residential treatment programs have experienced multiple out-of-home placements but due to the nature and/or severity of their treatment needs they must be placed in private agency residential care rather than foster care homes.

Children served in day treatment programs have experienced serious difficulties at home, the community and many times in school as well. Day treatment programs operate under strict mental health standards and serve children identified as seriously emotionally disturbed. Treatment services are provided to the entire family to maximize the effect of the intervention. These programs strive to keep the child with his/her family and facilitate the smooth transition to a successful return to the public school.

1994-95 Budget for Private Agency Programs

Funding Agency	Program	ADM # of Students	1994-95
Ashland SD	Southern Oregon Child Study	14.0	$112,017
Central SD	Poyama Land	17.5	$138,579
Clackamas ESD	Clackamas Adol. Day Treatment	16.0	$137,410
	Christie School	54.0	$470,277
	River Bend Youth Care Center	16.0	$151,626
Corvallis SD	Children's Farm Home	50.0	$538,968
	Old Mill School	2.5	$ 23,580
Dallas SD	Polk Adol. Day Treatment Center	15.0	$111,090
Deschutes ESD	Cascade Child Center	15.5	$118,312
Douglas ESD	Douglas Adol. Day Treatment	15.0	$116,588
Forest Grove SD	Straight Ahead Shelter	17.0	$149,833
Klamath Falls SD	Klamath Falls Family Treatment	32.5	$262,770
Lincoln County Unit	Ollala Center for Children	15.0	$138,781
North Bend SD	Pacific Child Center	12.0	$ 95,328
OR. Hlth. Sciences Univ.	Child Psychiatric Day Treatment	21.0	$228,046
Pendleton SD	Eastern Oregon Adol. Multi-Trtmnt.	12.0	$102,790
Portland SD	Boys & Girls Aid Society	28.5	$321,900
	Janis Youth Programs	32.0	$397,142
	Parry Center	54.0	$586,405
	Rosemont	50.0	$614,328
	Tio Nick's	15.0	$162,890
	Waverly Children's Home	43.0	$466,952
	White Shield Home	23.0	$276,138
	Morrison Center	15.0	$162,890
	N/NE Mental Health Clinic	5.0	$ 54,296
Reynolds SD	Albertina Kerr/Wynne Watts	32.0	$253,826
	Edgefield Lodge	50.0	$376,437
	Ctr. for Continuous Improvmt	7.0	$ 60,230
Springfield SD	The Child Center	29.0	$244,955
Three Rivers SD	Family Friends	15.0	$112,528
	Southern Oregon Adol. Treatment	12.0	$ 82,194
Union ESD	Grande Ronde Child Center	12.0	$ 91,132
Wasco ESD	Mid-Columbia Child and Family	14.0	$131,388
Washington ESD	Tualatin Valley Mental Health	15.0	$126,171
	St. Mary's/Levi Anderson	48.0	$442,202
	TOTAL	**824.5**	**$7,859,999**

The educational services for children in the day and residential treatment programs are a critical component in meeting the needs of these children. The goal of the private agency treatment programs is to provide a high quality, therapeutic environment that will result in the child having the behaviors, skills and abilities to function successfully in a more normalized, non-institutional, environment. The treatment must encompass all aspects of the child's life, including the school day; close coordination of the education, special education and treatment plans is essential. The educator's role includes not only the instructional aspects of assisting the student in mastering educational outcomes, they must also assist in the development of appropriate behaviors and social skills inherent in the child's treatment plan.

Contracting school districts are funded by the Department using a formula that reflects the local district's per pupil costs, a service level factor and the treatment capacity as reflected by the contract for treatment from either Children's Service Division or Mental Health and Developmental Disabilities Services Division.

Relationship to 21st Century Schools

Included in the values of Oregon's Education Act for the 21st Century is the recognition, "that all students can learn when offered appropriate learning opportunities...."

The Act goes on to stress the importance of utilizing alternative learning environments to meet the unique needs of our student populations, and underlines the critical need for a meaningful interaction between education and social service programs. The education services provided to the children in long term care and treatment programs are exemplars of these components of the Act.

During 1992-93, 518 children ranging in age from 3 to 20 received educational services from programs served by Portland Public Schools.

Outcomes

Despite the many complicating factors facing the students in the private agency treatment programs, the education components of the programs continue to make significant gains in educational performance. Each school district responsible for the education of children in these programs, uses the district's established procedures for evaluating student progress.

Portland School District provides education services in nine private agency treatment programs which are representative of a cross section of the statewide array of services; i.e., age ranges from preschool to high school, boys and girls, residential and day treatment, etc. Therefore, a look at the report on student performance is significant.

For the 1992-93 contract year (the most current year with data available for this report), the programs served by Portland Public Schools had a funded capacity from the Department of Human Resources to serve 256 children. During the year 518 children received educational services in those programs. Children ranged in age from 3 to 20, with the median age being 13.5. The numbers of boys and girls served were almost equal (49 percent boys and 51 percent girls).

Student progress was measured using pre-test/post-test measures of grade level equivalencies in reading and math for each child served, and measures of the percentage of students at their expected grade level in reading and math at entry and exit from the program. For the purposes of this evaluation sample, only children served in the program for a minimum of three months were included. **Tables 1 and 2** provide a summary of these evaluation data for the programs sampled. These data indicate that in the areas of reading and math, the students

Table 1
Average Period of Enrollment
Between Pre/Post Tests: 6.3 months

	Reading	Math
Average Grade Level Pre-Test	6.3	6.2
Average Grade Level Post-Test	7.0	7.1
Average Gain (Months) in 6.3 Months	8.8	11.0

Table 2
Percent of Students at Grade Level

	Reading	Math
Pre-Test	30.14%	32.48%
Post-Test	38.00%	49.70%

enrolled in these programs made significant gains (greater than a month-to-month correlation).

These data indicate that not only were there gains in grade equivalence, but the gains were significant enough, particularly in math, to effect the over-all number of students performing at their expected grade level in the areas of reading and math.

Future Plans and Issues

Several policy issues face the private agency programs.

The formula for funding is based on school district average net operating expenditures. With the changes in the administration of the school fund formula, it may be both programmatically and fiscally beneficial to fund the local school district providing the education services under the school fund formula.

The challenges faced by students served in the treatment programs are becoming more complex and difficult to address. The waiting list for the treatment services provided by these programs is growing, subsequently the divisions of the Department of Human Resources are developing new treatment options, using a variety of residential and therapeutic models. With this growth in need and service complexity, it is becoming ever more important that a close working relationship exist between education and treatment, both at the state policy level and at the local community level. The legislature may wish to consider some type of joint planning and policy development between the treatment system and education.

EDUCATION EVALUATION CENTER

Purpose of the Program

The Education Evaluation Center (EEC) is housed at Teaching Research on the campus of Western Oregon State College. It was originally funded entirely with state general fund money, but increasingly over the years the program has been funded with federal funds. General funds and IDEA funds have decreased over the years. This year the EEC operated on half of the funding it received for the 1991-93 biennium–a decrease from $244,667 to $127,062. Throughout the years the EEC has successfully obtained additional federal grant funds. This year the EEC was included in a teaching research proposal that allowed the EEC to keep .80 FTE for functional assessment of adolescent and adult populations who have learning disabilities, attention deficits, traumatic brain injury, or behavior and emotional problems. General fund resources have allowed the EEC to exist, fulfill its mission and seek outside funding. The 1993-94 year data show a decrease in child evaluations due to funding cuts and the planning time needed for the EEC staff and consumers to adjust to new aspects of the center, such as the fee for service.

Mission: The mission of the EEC is threefold: to provide evaluation services, to provide training and to serve youth transitioning from school to work.

1. The EEC serves as a primary evaluation service for any child in the state of Oregon for whom local resources are limited or nonexistent. The EEC especially serves the rural communities of the state providing on-site assessment services and/or consultation.

2. A major mission of the EEC is to foster professional development, assisting educators to stay current with contemporary research and best practices in their field. The EEC provides technical assistance to school districts and ESDs through inservice training and workshops. EEC staff travel to all areas of the state, conducting training designed to meet individual school, regional and statewide needs.

3. To meet the mandates of federal law (IDEA) and Oregon's Educational Act for the 21st Century, the EEC serves youth transitioning from school to work and assists in preparation for post-secondary education or training. The center assists schools, parents and students by providing functional information to help in the decision-making process related to career choices. Self-determination on the part of the student in conjunction with his or her family is stressed throughout the process.

EEC evaluations cover the full range of disability categories: psychological, academic/ achievement and behavioral.

Objectives: The following objectives were developed by the EEC and Oregon Department of Education with input from educators and parents:

- Provide evaluation services to students with disabilities, or suspected disabilities, whose educational or vocational progress is impeded by unidentified needs. Case study reports are provided with findings, interpretations of findings and suggestions for modifications, adaptations or instruction which will make it possible for the student to benefit from placement in the least restrictive environment.

- Provide technical assistance throughout the state through workshops and individual consultation services.

- Provide support and evaluation or consultation resources to schools and families of children with disabilities.

- Operate the EEC according to standards and procedures which include, but are not limited to, supervision, evaluation and planning developed jointly with ODE.

- Maintain professional staff for the EEC, consisting of a director and such qualified personnel needed to provide services.

Statutory Authority: The Education Evaluation Center was established in 1962 under OAR 343.271, authorizing it to assist in the preparation of teachers and to provide consultative, evaluative and instructional services to school districts and children with disabilities. The Oregon Department of Education contracts with Teaching Research at Western Oregon State College (WOSC) for operation of the Center. The college provides housing and physical facilities and employs a director and professional and secretarial staff with funds provided by the ODE. The ODE maintains overall supervision of the EEC.

The EEC provides preservice and inservice opportunities for teachers, both in the center and by providing consultation in schools. Between 1975 and 1991, federal funds were available to extend evaluation services and to train personnel at over 20 centers in the state (mostly rural) to replicate the services of the EEC. Many

of these centers continue to communicate with the EEC for technical assistance, especially related to developments in the area of assessment.

Description

Information on Students: The Education Evaluation Center's target population is the unserved or underserved children and youth throughout the state who are difficult to assess and may be in need of an independent evaluation or second opinion. The EEC also serves adolescents who are transitioning into the world of work or post-secondary training and are in need of diagnostic services. Recipients of the EEC services include:

- school-age children who are not benefiting from their academic program and do not yet have an identified disability;
- children who have an identified learning disability, but are failing to make progress in their educational program;
- children who have both learning and behavioral difficulties;
- children and youth who are at risk for dropping out or who may have dropped out of school; and
- youth in need of assessment related to transition issues (e.g., post-secondary training, jobs, career goals, self-determination).

Clinic Services: The EEC conducts evaluations that range from very in-depth psycho-educational assessment to functional assessment that reflects the individual's self-determination and goals, and includes an evaluation of the environment. The EEC has found that the interdisciplinary team approach is an effective way of assessing the widest possible range of factors contributing to a child or youth's problem and of generating obtainable, feasible solutions to these problems. It also assists schools in complying with the law by assessing children in all suspected areas of disability. Membership on the team is flexible and depends on the needs of the children. The main task of the team is to conduct the assessment and compile information necessary to assist schools, parents and children.

The interdisciplinary team of specialists includes a learning disabilities specialist, a school psychologist, a speech and language pathologist, and a vocational specialist. The team provides a multifaceted view of the problem and an integrated approach to intervention. Depending on the referral question, an evaluation may include an initial parent and teacher interview; academic assessment; psychological assessment; speech, hearing, or vision screening; language assessment; career and vocational assessment. At the end of an evaluation the results are explained thoroughly to the parents and school personnel including recommended teaching materials, techniques and strategies. Transition and vocational training and placements are discussed and a full report is written and shared with all.

Field Clinic Services: The team travels to rural areas of the state to assist districts and ESDs in assessing children. Many districts in rural areas such as Baker City, Ontario and Halfway have limited or non-existent services from school psychologists and request help from the Center.

Inservice Training: A function of the EEC is to provide inservice training throughout the state. In the 1992-93 school year the center set up regional

training workshops on topics that were of concern to districts. At present, school districts and ESDs are asking for inservice training on needed topics and that EEC can provide. Twenty-one presentations were made during 1993-94. Statewide surveys have also been conducted by the EEC to help identify priority areas (e.g., assessing difficult children, attention deficit disorder, new diagnostic tests).

Consultation: The EEC provides consultation to schools and parents. This service may be requested when there is confusion regarding a child's needs. Many hours are spent on the phone during the year providing consultation on difficult cases.

Budget Information: Cuts from the 1993-94 budget reduced the budget from $244,667 to $127,062, limiting the number of children that could be evaluated. The reduction in funds also has prompted the EEC to evaluate how it will offer services in the future. **Table 1** gives a summary of the EEC's budget for the last several years. To help offset the reduction, the EEC began charging for its services and is currently working with an advisory group and school districts to identify a reasonable cost for services to schools. In the fall of 1993, the EEC initiated a fee of $400 to school districts for each evaluation. In February 1994, that fee was changed to $150. There were few referrals in the fall but referrals have increased since the new fee was initiated. This increase was partially due to school districts initially thinking the EEC no longer existed due to a belief that it had been dropped from the ODE budget. Districts also were not prepared to incur a cost for evaluations that had been free in the past.

This year has been a time to reevaluate the EEC services and determine what it can provide with less money. Many districts continue to use and need the services provided by the EEC. For some a charge is no burden, but for others it becomes prohibitive, especially in some smaller districts struggling with budgets.

The EEC is included in a federal grant project for developing and implementing functional assessment for adolescents with disabilities who are transitioning into the world of work, including Oregon students who are involved in the Youth Transition Program (YTP).

Relationship to 21st Century Schools

The Oregon Educational Act for the 21st Century is restructuring the education system to achieve the state's goal of having the best educated citizens in the nation by the year 2000. It emphasizes linking education to real life experiences and the world of work. The EEC is included in a federal grant project for developing and implementing functional assessment for adolescents with disabilities who are transitioning into the world of work, including Oregon students who are involved

Table 1 - EEC Funding, FTE and Evaluations, 1986-87 to 1993-94

	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94
General Fund	56,717	41,987	43,701	44,506	46,323	42,422	50,265	52,978
Ed. Eval. 94-142/IDEA	10,742	20,162	20,985	21,372	21,789	28,302	20,459	74,084
Satellite 94-142/IDEA	148,402	148,998	155,080	157,938	164,385	172,943	173,943	-0-
TOTAL	**215,861**	**211,147**	**219,766**	**223,816**	**232,497**	**243,667**	***244,667**	***127,062**
Federal Vocational Rehab.			6,000	6,000				
FTE Total (Professional Staff)	6.60	4.60	4.60	4.60	4.60	4.40	4.60	2.0
Children Evaluated	266	203	220	212	209	185	224	34

*Only one amount specified in contract

in the Youth Transition Program (YTP). The EEC assists YTP teams and vocational rehabilitation counselors to plan programs for individuals transitioning from school to work. With the information generated from this project, EEC staff will provide inservice training to teams throughout the state regarding best practices in functional assessment. This training assists educators and counselors to place students in programs related to their individual needs, interests and goals, including appropriate adaptations and modifications.

This effort places the EEC in a unique position at the forefront of efforts to determine appropriate learning environments for students with disabilities. This information is essential to ensure the inclusion of these students in 21st Century Schools. This project has been the subject of inquiry from other states and project results will be the subject of an upcoming journal article.

Outcomes 1992-93

Student Evaluations: During the 1992-93 school year the EEC conducted assessments of 224 children throughout the state to assist schools and parents in making appropriate placement and programming decisions. **Table 2** represents data collected on the children evaluated. A total of 136 (61 percent) were from rural counties in the state where services were limited or difficult to assess children.

Table 2 - Clients Served

Clients served for the 1992-93 school year: 224		Number	Percentage
Gender:	Male	154	69%
	Female	70	31%
School Status:	Preschool	8	4%
	Elementary	137	61%
	Middle School	38	17%
	Senior High	31	14%
	Home School/Other	10	4%
Type of School:	Rural Public	136	61%
	Urban	79	35%
	Homeschool/Not Attending School	9	4%

Table 3 represents the different disabilities identified at the EEC. Students with learning disabilities and attention deficit disorder represent the highest population. The figures in Table 3 do not equal 224 children because some of the children had more than one disability.

Table 3 - Kinds of Disabilities

Disability	Number	Percentage
Specific Learning Disabled	96	43%
Speech/Language Impairment	33	15%
Seriously Emotionally Disturbance	10	4%
Mental Retardation	5	2%
Attention Deficit Hyperactivity Disorder	49	22%
Other (including hearing impaired, gifted)	31	14%
Did not fit eligibility criteria (slow learner, Chapter 1, environmental, etc.)	41	16%

Field Clinic: Education Evaluation Center staff traveled to Baker and Malheur Counties where a total of 18 children were evaluated. These evaluations included in-depth evaluations, consultation with teachers and full case reports.

Outcomes 1993-94

Several changes have taken place during this school year due to a reduced budget, a focus on 21st Century Schools, inclusion in a federal project for functional assessment of adolescents and adults, and a move from Western Oregon State College's Special Education Division to Teaching Research.

Technical Assistance: This year the EEC conducted twenty-one presentations around the state which included sixteen three- to four-hour workshops and one full-day workshop. Rural counties served included: Malheur, Coos, Deschutes, Wheeler, Gilliam, Linn and Benton. A presentation was made at the annual conference for the Oregon Association for Children and Adults with Learning Disabilities (OACLD) to over three hundred regular educators, specialists and parents. Presentations were also made to special education and regular education classes at Western Oregon State College and to faculty and students at Central Oregon Community College. Topics included: (a) Assessing Difficult Children, (b) Attention Deficit Disorder, (c) Tests and Measurement, (d) Transition, (e) Drug Affected Children and (f) Learning Disabled and Attention Deficit College Students. The EEC consistently receives high marks and positive comments regarding training.

EARLY INTERVENTION and EARLY CHILDHOOD SPECIAL EDUCATION

Purpose of Program

Mission: Early intervention and early childhood special education services are designed to assist children with disabilities and their families. It is considered critical to these efforts that these children be identified as early as possible and that services be provided to minimize the impact of the disabling condition on both the child and family.

Another key aspect of the services provided to these children and their families is the importance of providing services in the most supportive environment possible. Family homes for very young or medically vulnerable children and regular preschool programs, or specialized preschool settings for older children are some examples.

Since the late 1960s, Oregon has provided services for many preschool-age children with significant disabilities through various programs offered by the Oregon Department of Education (ODE) and the Mental Health and Developmental Disabilities Services Division (MHDDSD).

In 1983, the Oregon Legislature established, as state policy, the provision of early intervention services to all substantially disabled children from birth to school age. The law mandated that these services be provided jointly and cooperatively by the ODE and MHDDSD through shared standards, staff and planning. Services included classroom training, parent training and consultation, transportation to programs and other ancillary services, such as physical therapy, occupational therapy and speech therapy.

In 1986, a federal law, PL 99-457 was passed. This federal law supported Oregon's values for services to young children with disabilities and their families. Oregon began a planning process for the establishment of future collaborative early intervention services. This information was incorporated into Oregon's plan for early intervention.

As a response to PL 99-457, the 1991 Oregon Legislature passed Senate Bill 1146 which transferred the entire early intervention program from the MHDDSD to the Department of Education on July 1, 1992. At that time, Oregon began imple-

menting a state-operated program for children with disabilities birth to school age. The state came into compliance with PL 99-457 by providing mandated early childhood special education services to eligible children three years to school-age following all of the federal special education regulations. Permissive early intervention services continued to be provided to children with severe disabilities birth to age three as funds were available.

In 1992, the Oregon Legislature passed Senate Bill 898 which put Oregon in compliance with the second part of PL 99-457. With this bill, permissive early intervention services for children with severe disabilities birth to age three became mandated.

Description

Children receiving early intervention services are from birth to three years of age, have a severe delay in any one of a number of developmental areas including cognitive, physical, communication development, self-help and psychosocial development and have a need for services. In addition, for very young children, eligibility for services can also be determined on the basis of a medical diagnosis of a disability.

Early Childhood Special Education is provided to children three years to kindergarten age who need special education and have a developmental delay or one of the school-age disabilities.

The Department entered into contracts with seven school districts and Education Service Districts around the state to operate the early intervention and early childhood special education programs beginning July 1, 1992. These contractors are: Union ESD, Bend School District, Marion ESD, Linn-Benton ESD, Portland School District, Douglas ESD and Washington ESD. The contractors have selected subcontractors for each county to provide the direct services. This was completed by meeting with local Early Intervention Advisory Councils, current providers and potential subcontractors. The priority was to use the existing providers as much as possible.

Contractors assure that both early intervention and early childhood special education services are provided to eligible children. In addition, they make sure that children age three to school age enrolled in early childhood special education have afforded to them all the special education rights to school-age students.

The early intervention and early childhood special education programs are funded by the Department of Education with a combination of federal and state general funds. The money is disbursed through contracts to seven regional contractors who, in turn, subcontract with various agencies across the state.

Local school districts have three required responsibilities for funding the early intervention and early childhood special education programs at this time. First, local districts must provide transportation for eligible children. Second, they must participate in the planning for services for all children during the year prior to the child being eligible for school-age services. Third, local school districts are responsible for "Child Find" required under federal law including evaluations for children birth to school age.

Relationship to 21st Century Schools

The early intervention and early childhood special education program fits directly with the goals associated with the 21st Century School Reform, specifically the

section of the legislation dealing with non-graded primary. A task force of professionals and parents in the early childhood and early intervention realm was developed at the Department to study the feasibility of implementing non-graded primary programs throughout the state of Oregon. A predominate issue to arise from the task force has been the use of developmentally appropriate practices. The task force has included in its scope early childhood special education as well as other early childhood and primary programs. It supports the use of individualized instruction, developed in a developmentally appropriate manner, to all children involved in early childhood and early childhood special education programs.

Outcomes

The early intervention and early childhood special education program operated by the Department of Education is only two years old. A program evaluation system designed to look at student outcomes is being developed at this time. This program evaluation system will also look at parent satisfaction, the success of interagency coordination and fiscal accountability.

Future Plans and Issues

The early intervention and early childhood special education program currently serves approximately 4,000 children across the state. The number of eligible children has almost doubled since 1991. The trend is growth, as the program has expanded to serve children with both mild and severe delays.

The impact of this growth is significant. It will take more than the allocated funds to serve these children during the remainder of the biennium. During the next legislative session when dollars are tight, this program runs the risk of receiving fewer dollars. This will pose a dilemma for the state. The early intervention and early childhood special education program operates mostly on state general funds. These funds are needed to keep the program in compliance with federal mandates and to provide the necessary services to eligible children. Without full funding from the legislature, Oregon will risk losing federal dollars and many of the state's youngest children will not receive the services they so desperately need.

JUVENILE CORRECTIONS PROGRAM

Purpose of Program

The education program serves juvenile offenders ages 12-21 who have been committed by the courts to the state of Oregon Juvenile Corrections system. The population of students in the system is approximately six hundred. However, because most students move through the system fairly quickly, approximately 1,500 students will be served each year. The education program is required by administrative rule to operate a minimum of 220 days per year, providing a year-round education program for students in the system.

Students reside at two institutions and four work study camps. MacLaren School for Boys, the larger of the institutions, is located in Woodburn and serves approximately 300 of the older, more sophisticated and violent offenders. Hillcrest School serves 200 students, including about 40 girls and the younger

Table 1
Percentage of Total Population
January 1, 1992

	Close Custody	
	Male	Female
January 1991	91.8%	8.2%
January 1992	91.5%	8.5%

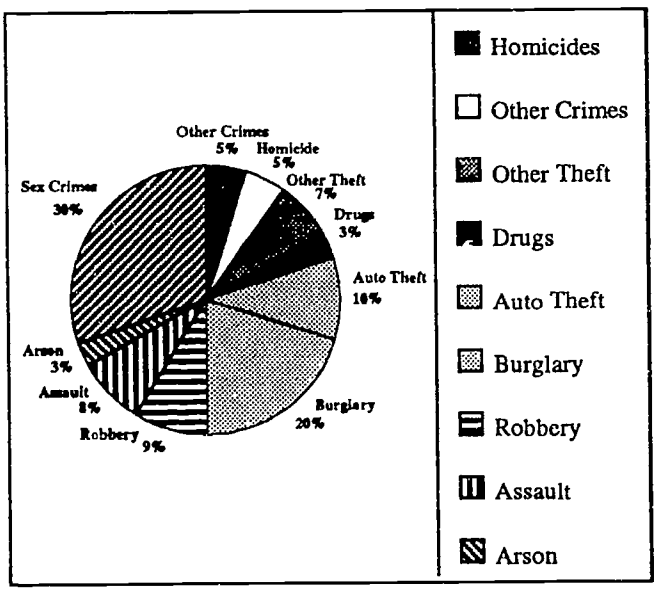
Table 2
Youth in Close Custody by Ethnicity
January 1, 1992

Ethnicity	Female	Male	Total	Percentage
Asian	1	6	7	1.4
Black	3	62	65	13.2
Hispanic	0	17	17	3.4
Nat. Amer.	2	14	16	3.2
White	36	350	386	78.2
Other	0	3	3	0.6
Total	42	452	494	100

students. The four work study camps are located in La Grande, Tillamook, Florence and Corvallis. Each serves 25-26 students for whom a somewhat less secure facility is appropriate. The camps specialize in treatment areas such as alcohol and drug treatment and sex offender treatment. Students at the work study camps are allowed to work and earn wages in the respective communities through private employers or employment arrangements with state parks and highway departments. Juvenile offenders in the Oregon Juvenile Corrections System are typically male, white and most likely to be committed for one of the following serious crimes: sex offense, burglary, auto theft, robbery or assault. A breakdown by age, ethnicity and crime of commitment is shown on **Tables 1 and 2** and **Chart 1.**

The overall program at all locations includes education, treatment and strict accountability for individual behavior and for crimes committed. All of the students are required to participate in education, treatment and recreation. Many pay court ordered restitution to their victims from money they earn.

Chart 1



Description

The Students: The September 1993 education census indicates a racial makeup of 74 percent White, 15 percent Black, 6 percent Hispanic, 4 percent Native American and 1 percent Asian in the student population. Approximately 70 percent of the students are identified as special education eligible by the public schools prior to their commitment to juvenile corrections. Another 10 percent are identified as disabled by the juvenile corrections education staff. The most common disabling conditions are seriously emotionally disturbed (40%) and learning disabled (40%).

Recent trends in student demographics show a hardening of the population. Between 1991 and 1992, the number of seriously emotionally disturbed students increased by 50 percent. Between 1985 and 1991, the percentage of students committed for violent crimes went from 31 percent to 64 percent and that trend continues. The number of sex offender commitments rose from 55 in 1985 to 163 in 1991. Homicide commitments rose from 7 in 1985 to 26 in 1991. The racial/ethnic mix has remained relatively stable with a slight increase in Hispanic students. The number of students in the upper age range (age 17) and the lower age range (12 and 13) is increasing. The disparity between chronological age and achievement has been steadily increasing. Clearly, the trends in student characteristics and the high volume of students moving through the system present some serious challenges to the education program.

The Education Program: Juvenile Corrections Education focuses on strengthening basic skills and basic subject knowledge, and the application of these within the contexts of employment and daily living. All students are assessed for achievement levels upon entering the reception/assessment program. Those needing further assessment or who have previously been identified as special education eligible are referred for special education services. The program emphasizes career and vocational development of students, most of who will need to provide for themselves financially upon returning to the community. Students may earn their diploma, a GED certificate, or certificate of completion. Some limited college courses, continued vocational instruction and work experiences are provided for graduates. Vocational programs include building trades, office/computer systems, horticulture, cosmetology and marketing. Basic education and vocational programs are integrated so that students can apply classroom learning immediately in the shop or lab. Widespread use of instructional technology such as distance learning, computer instruction and video are used to meet the learning style needs of students. Industry advisory councils actively support the vocational programs, providing program advice, interacting with students and helping find qualified vocational instructors.

Chapter I: The Chapter I program supports instruction for students needing special help in the areas of reading, math and language. Federal funds, in the amount of approximately $420,000, are made available through the Oregon Department of Education to provide for Chapter I services at all six juvenile corrections education locations. These funds are set aside by the federal government especially for neglected and delinquent youth. Students are selected for the program based upon need, with those who are most deficient being chosen to participate. In addition to traditional reading and math instruction, Chapter I teachers have found computer assisted instruction to be particularly effective with their students. The computers hold students' attention and allow for individualization of instruction according to student needs. Students in this program make rapid progress in reading, math and language, often making percentile gains of ten or more in five or six weeks.

Relationship to 21st Century Schools Act

The program at MacLaren School has been restructured. Teams of general education, vocational and special education teachers work with students assigned to programs in three broad occupational areas of Business/ Management, Industrial and Engineering Systems and Natural Resource Systems as called for in the Act. The instructional program is integrated so that skills learned in the classroom are practiced in the vocational areas. The Hillcrest program is presently being restructured in a similar configuration to achieve integration of subjects.

Site councils required by the Act have recently been implemented at MacLaren and the work study camps. Hillcrest's site council will be implemented in Fall 1994. Site councils have chosen implementation of the 21st Century Schools Act and professional development as their primary areas of focus as they begin their work. Progress on the Certificates of Initial and Advanced Mastery has been limited to date. Because juvenile corrections returns students to communities in Oregon, it is not clear how best to prepare students to transition to CIM and CAM programs at local schools. Site councils have proposed developing a portfolio system for assessing student progress and providing examples of student work for students returning to school in their own community.

With regard to the Oregon Benchmarks, currently 47 percent of students participate in professional/technical education programs compared to the 1995 benchmark target of 18 percent. The current school year of 220 days achieves the

benchmark goal for the year 2010. Planned work experiences are currently provided for 29 percent of the students in juvenile corrections compared to the 1995 goal of 18 percent. However, because these students present a risk to the community, work experiences are normally limited to on-campus activity or supervised work crews working on public lands. Foreign language instruction is not currently provided in the program. Graduation rates are not calculated, as most students will return to their communities prior to graduation.

Table 4
Chapter I
September 1993 through May 1994
Ethnicity Breakdown (Unduplicated Count)

Race	Count	Percentage
White	223	72
African American	39	13
Native American	11	4
Hispanic	30	9
Asian/Pacific Islander	4	1
Total	**307**	**100**

Table 5
Chapter I
September 1993 through May 1994
Age Breakdown
(Unduplicated Count)

Age/Birth/Yr	Count	Percentage
(<14) 80/81	49	16
(15) 78/79	68	22
(16) 77/78	82	27
(17) 76/77	71	23
(>18) <76	37	12
Total	**307**	**100**

Table 6
Chapter I
September 1993 through May 1994
Academic Gains

Grade Level					
Entry Average			Average Growth		
Reading	Language	Math	Reading	Language	Math
5.7	4.2	4.0	2.1	2.3	3.3
6.5	4.0	5.0	1.8	2.2	2.5
6.4	4.6	5.0	1.8	2.0	2.1
6.7	4.4	5.0	2.1	2.5	2.4
6.4	4.3	5.0	2.4	2.0	2.2

Outcomes

The education program is supported by Chapter I and Special Education. An annual report on Chapter I intervention shows that juveniles can make significant academic gains when education is provided. An abbreviated version of the Chapter I report for the 1993-1994 school year is provided in the corresponding tables.

Each year on December 1, the Oregon Department of Education conducts an annual count of students in special education. A summary of these data is provided below to describe students with disabilities within the Juvenile Corrections System.

Future Plans and Issues

The most serious deficiency in the program is in the area of special education. The state legislature recently moved administrative responsibility for education program operations to the Department of Education, Office of Special Education. Approximately $2.5 million additional funding has been allocated to the program to bring it into compliance with special education laws and regulations, and state education standards. The strategy in providing special education services will be to assign a special education endorsed teacher to each team of teachers to provide consultation to teachers, and direct instruction to students as called for in their individualized education plan (IEP). Related services will be provided through contracts with education service districts. The sheer volume of special education eligible students moving through the system have necessitated the hiring of additional special education staff to carry out the IEP, multi-disciplinary team(s) (MDT) and instructional work required.

Pencil drawing by Anthony J. Washington, 1994.

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Table 7
Ages of Students Identified

Age	1993	1992	1991
20	1.3% (3)	1.4% (3)	1.4% (3)
19	3.9% (9)	3.7% (8)	6.1% (13)
18	15.7% (36)	13.3% (29)	13.1% (28)
17	34.9% (80)	34.4% (75)	29.6% (63)
16	27.1% (62)	29.4% (64)	29.6% (63)
15	13.1% (30)	12.8% (28)	15.0% (32)
14	3.5% (8)	4.1% (9)	5.2% (11)
13	.5% (1)	.9% (2)	0
Total Number of Students	229	218	213

Table 8
Percentage of Total School Population Identified With a Disability

1993	65.4% (229 of 350)
1992	62.3% (218 of 350)
1991	60.9% (213 of 350)

Table 9
Primary Disability of Students Identified

Primary	1993	1992	1991
Seriously Emotionally Disturbed (60)	141	121	86
Learning Disabled (90)	84	89	112
Mentally Retarded (10)	0	3	9
Speech or Language Impaired (50)	2	4	5
Hard of Hearing (20)	2	1	1
Total	229	218	213

The process of engaging site councils in decisions about implementation of school reform, staff development, allocation of resources and other program improvement activities were recently initiated. Special education consultants from the University of Oregon are now working with teachers to provide instruction to students on appropriate social behaviors, a critical need in the juvenile corrections population. Instructional methods such as cooperative learning, applied academics, project oriented learning activities, and the uses of instructional technology are gradually replacing the traditional textbook and learning package orientation of recent decades.

Meeting the wide range of student needs of juvenile corrections students remains a challenge. Treatment and education are often linked in areas such as alcohol and drug education, sex offender treatment and anger management where spoken and written communications are key elements of treatment. The chess club, intramural sports, Hispanic and Black student groups, parenthood education and animal bonding programs encourage students to become more positive, responsible young adults.

Poem and lion mask by Bill Key, 1994.

Lazy lion lying in tall shady grass,
Only I see your cry; No one else knows why.

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OREGON SCHOOL FOR THE BLIND (OSB)

Purpose of the Program

The Oregon School for the Blind (OSB), established by the legislature in 1873, serves students with visual impairments who have educational needs beyond those which the local school district and regional program can provide. A student may be placed at the School for the Blind after the local school district identifies the student's instructional and service needs and evaluates the availability of resources through the local and regional programs. If local resources are insufficient for the needs, the School for the Blind placement can be made.

Mission: The Oregon School for the Blind exists to provide statewide educational services and support to students with vision impairments. The School for the Blind offers support to the local district by offering a continuum of services in a diverse manner to meet individual needs. The location of the services will vary based on the need of the student, the local program and the regional program.

Objectives:

1. Provide a placement option for students whose needs, as identified on the Individual Education Plan, cannot be met locally.

2. Serve as a central resource to facilitate coordination of services for all students in Oregon with visual impairments. This includes statewide staff development, parent and family information and training, resource and information services and comprehensive assessment including low vision, technology and education media services.

Statutory and Regulatory Authority

- ORS Chapters 343 and 346
- IDEA
- Public Law 99-457
- OARs - Chapter 581, Division 15 and 16
- State Board of Education Policies - Section 8000

Table 1
Total Number of Students Served

• Enrolled Students	51
• Assessments	11
• Summer School	144
• Vision Clinic	103
• Elks Preschool	34
• Consultation with School Districts and Regionals	19

Description

Information on Students: The total student population at the School for the Blind has remained relatively stable over the past 12 years. The students at OSB generally have multiple disabilities requiring intensive instructional and related services. About 25 percent of the students are in the "high need" category requiring a lower staff to student ratio.

The number of students served during the 1993-94 school year are shown in **Table 1.**

Program Description: Program components include:

- Living Skills
- Apartment Living
- Communication
- Compensatory Skills
- Leisure and Recreation
- Role Models
- Work
- Social Skills
- Psychological
- Low Vision Counseling
- Orientation and Mobility
- Academics

- Technology
- Transition
- Behavior Management

Services Offered

1. **Full-Time Placement**
   - Need for placement determined by the IEP/MDT process
   - Placement is determined at least annually
   - Includes all program components as identified by the IEP
   - Transition plans developed identifying components needed to return to local district
   - Teaches students skills to enable them to succeed in the local program
   - Work toward fulfilling requirements to earn LEA course credit for CIM/CAM

2. **Short-Term Placement**
   - Need for placement determined by the IEP/MDT process
   - Offered to students who need intensive training for short periods of time in specific learning areas
   - Varies in length from one week to one semester
   - Work toward fulfilling requirements to earn LEA course credit for CIM/CAM
   - Offered by age and subject level

3. **Assessment**
   - Referral by LEA, regional program, parents
   - Available in all program component areas
   - Enrollment: Assessment contract with LEA, regional program and parents is developed
   - Assessment is from three to six weeks
   - Some assessment services are available in collaboration with LEA

4. **Inservice Training**
   - Coordinate inservice training statewide in all program component areas
   - Provides parent education and networking
   - Assist in the identification, development and dissemination of "Best Practices" for services to students with vision impairments
   - Collaborate with university training programs

5. **Resource Development/Dissemination**
   - Maintain lending library for equipment
   - Provide public education
   - Assist in the identification, development and dissemination of assessment, curriculum and instructional strategies

6. **Summer Enrichment**
   - May include Summer Work Experience Program (SWEP), creative enrichment, sports, recreation, social skills, independent living and other areas based on input from parents, students and regional programs
   - Enrollment by application
   - One- to six-week sessions

Budget Information - See **Table 2.**

Relationship to 21st Century Schools

Table 2
OSB Allocations

Year	Amount
1983-84	$1,603,553
1984-85	1,669,004
1985-86	1,670,428
1986-87	1,738,608
1987-88	1,672.267
1988-89	1,740,524
1989-90	1,912,869
1990-91	1,990,945
1991-92	2,443,758
1992-93	2,562,254
1993-94	2,668,951

Students with vision impairments are expected to meet the same educational outcomes set for all students. Placement at Oregon School for the Blind addresses the needs for students with vision impairments as they work toward accomplishing outcomes established by the State Board of Education.

Outcomes - See description of Beth (inset).

Future Plans and Issues

During the 1992 school year, meetings took place to re-evaluate the focus of the School for the Blind and to determine what role it should play in the education of students who are visually impaired.

Participants in those meetings included parents, district, regional program and state school staff, vocational rehabilitation, higher education, ODE staff and consumer and advocacy representatives. The recommendations that resulted from those meetings will guide the future services offered by the two schools over the next few years.

A brief summary of the assumptions and recommendations follows.

- Students with visual impairments must learn all the material and information sighted students learn, but must do so in a different way.
- Given that a high percentage of learning is visual in nature, those with a visual impairment often require considerably more instructional time than their sighted peers. To be successful, students with vision impairments often require a more intense level of instruction to learn the compensatory skills that will result in functional independence as adults. Therefore, the School for the Blind should be providing an intensive level

Beth is a 20-year-old student attending the Oregon School for the Blind for her final year of school. She is vision impaired as a result of a brain tumor when she was 17. This is her second year attending OSB as part of the transition program.

When she began her program at OSB, she was angry and easily upset with the staff and students. She did not know how to read or write Braille. She preferred being at home with her family. She had limited endurance for physical activities. She did not work or attend school prior to enrolling at the OSB. She received services at home.

She now works at G.I. Joe's, at the State Library and on the OSB campus. She reads and writes Braille messages. She lives in an apartment independently on the OSB campus. Beth hopes to move into her own apartment in Salem in the near future.

She starred in several plays and musical programs that OSB performed for the parents and general public. During her leisure time she learned to knit. She also enjoys walking and routinely covers two miles each day.

Beth eagerly approaches the transition to her adult setting. She gained the skills necessary to succeed in work and free time. She looks forward to participating as a member of the Salem community.

of instruction that will facilitate successful involvement in community settings.

- There should be collaboration and coordination between district, regional and state school programs and staff for assessment services, staff development, technology and transition services.

To accomplish this, the participants recommended the following:

1. The School for the Blind should become a center school that facilitates coordination of services for all students with visual impairments. This would include statewide staff development, parent and family information and training, resource and information services and comprehensive assessment including low vision, technology and education media services.

2. The OSB should offer short-term intensive instruction at the School for the Blind for such areas as Braille instruction and academics, independent living skills, orientation and mobility and vocational skills. This would include intensive instruction to help the student transition to post-school situations including work, apartment living, budgeting and preparation for college or technical training. To accomplish this, the placement of the students could be in the local district for most of the school year, with the student attending OSB for a short period of time, or the student could be placed at OSB for a few months or for a year. The school would offer this type of instruction throughout the school year and for a period of time in the summer. Decisions about what each student needs and the services would be determined by the IEP team, with the placement team (MDT) determining where those services would take place.

3. The school should remain a placement option for students whose needs, as identified on the IEP, cannot be met locally.

OREGON SCHOOL FOR THE DEAF (OSD)

Purpose of Program

Mission: The Oregon School for the Deaf (OSD) is a community that fosters lifelong learning, encouraging individuals to become self-fulfilled, productive citizens.

All students enrolled at the Oregon School for the Deaf receive the best education that existing resources can provide. Each student is valued as an unique individual, to be treated with dignity in an atmosphere where individual differences are accepted. It is believed that each student can learn and staff at OSD accepts the challenge of providing a nurturing environment allowing each student to fulfill his/her potential. The goal is to instill in all students the intrinsic value of learning.

The Oregon School for the Deaf is a residential day program for students who are hearing impaired. Placement at OSD is initiated by the school district (usually in conjunction with the regional program) when the needs and services as described in the child's IEP cannot be provided locally.

In addition to the regular program, the school provides living skills in dormitories, career education, athletics, clubs and leadership training opportunities· i.e., student body government and the Junior National Association of the Deaf. The older students who are residential can live in dormitory apartments and are fully responsible for such activities as budgeting, cooking and housekeeping.

Description

Information on Students: The age range of students who currently attend OSD is 5- to 21-years-of-age. The overall school is operated on a three-age-group basis: elementary, middle and high school. The academic program offers basically the same subjects as public schools, with an added emphasis on reading, written language and courses in deaf culture. Speech, speech reading and auditory training are integrated into all parts of the program through total communication. The grade groupings for the OSD students during 1993-94 are shown in **Table 1.**

Table 1
Grade Levels of Students
Enrolled at OSD During 1993-94
(as of 5/1/94)

Elementary (K-4)	26
Middle School (5-8)	26
High School (9-12)	56
TOTAL	**108**

Each student follows an individual education program, mandated by IDEA. This is a plan that is created for each student by all parties who are interested in the student's educational growth and development and includes the local school district representative, parent, the student and a representative from OSD. OSD students come from all parts of the state. **Table 2** shows the number of students attending OSD during 1993-94 by their resident counties.

Enrollment figures (**Table 3**) show that the OSD population has declined overall in the past ten years. However, many of the students currently being served require related services (such as occupational and/or physical therapy).

Budget Information: The school receives funding from the state General Fund, federal funds and other funds on a biennial basis and operates as other public schools do from the beginning of September until the second week in June. Approximately 40-45 students are day students bussed to and from school each day.

The level of funding for the cost of education and support services at OSD from the school year 1984-85 to present is shown in **Table 4.** OSD is currently funded for 112 positions (FTE).

Relationship to 21st Century Schools

Working toward meeting the requirements of HB 3565 is a priority of the administration and staff at the Oregon School for the Deaf (OSD). The 21st Century Schools Council is in its second year of activity. Council members follow the provisions outlined in the bill; in addition, personnel from public school programs are invited to participate to ensure a broad perspective.

The Elementary Department is in its second year of implementing developmentally appropriate practices (DAP) with strategies found in the Reform Act. Throughout the education program at OSD, teachers incorporate the learning principles set forth in the CIM guidelines of:

(1) Providing flexible learning time; and (2) using a variety of instructional approaches to meet the needs of all students.

Table 2
OSD Students by Counties

County	No. of Students
Baker	1
Benton	3
Clackamas	16
Clatsop	2
Columbia	1
Coos	2
Crook	1
Deschutes	2
Douglas	2
Hood River	1
Jackson	0
Jefferson	2
Lane	4
Lincoln	1
Linn	9
Malheur	0
Marion	37
Morrow	0
Multnomah	9
Polk	1
Tillamook	1
Umatilla	1
Wasco	2
Washington	6
Yamhill	1
TOTAL (as of 5/1/94)	**108**

Region	Number
Region 1	2
Region 2	5
Region 3	2
Region 4	17
Region 5	46
Region 6	36
TOTAL (as of 5/1/94)	**108**

The use of student portfolios as a means for evaluation and ongoing assessment of student progress has been or is being implemented in all three departments. Course content and requirements in middle school and high school are being reviewed and revised to meet the eleven CIM outcomes. Finally, students at OSD participate in the benchmark, statewide testing which occurs at the third, fifth and eighth grades.

Table 3
OSD Enrollment Figures
(December 1 Census Count)

Year	Students
1984-85	167
1985-86	141
1986-87	129
1987-88	123
1988-89	123
1989-90	128
1990-91	135
1991-92	128
1992-93	(102 as of 5/1/93) 97
1993-94	(108 as of 5/1/93) 99

Table 4
OSD Funding

Year	Total
1984-85	4,605,278
1985-86	4,359,638
1986-87	4,194,520
1987-88	3,888,670
1988-89	4,160,703
1989-90	4,404,656
1991-92	4,866,607
1992-93	5,408,731
1993-94	5,181,441

OSD Graduates Following Classes 1989-93
Total Number: 59 graduates

Community College Experience	19%
Four-Year College Experience	20%
Work	22%
"Supported" Work	15%
Homemaker	10%
Unknown/Unemployed	14%

Employment Areas Include:

	Approximations
Clerical	5%
Trades (e.g., Autobody)	21%
Service Industry	16%
Agriculture	1%
Sheltered Workshop	10%
Housewives	14%
Unknown	9%
Professional/Tech	24%

Examples of Employers: Boeing, Mervyns, State Farm, Willamette Industries, Praegitzer Industries, state agencies, Morrow Snowboards.

Outcomes

One way to measure outcomes is to consider the effect participation in OSD's education program has had on the lives of its students. The following three examples are case studies of students currently attending OSD.

- *Sandra, a profoundly deaf student, came to OSD in the third grade, reading at a 1.7 grade level and measuring 1.9 in Language. She had been sexually abused, removed from her home, had divorced parents and exhibited significant behavior problems in her previous school. During the ensuing years, she received specially designed instruction in small group settings. She has counseling twice a week, as well as services in speech and audiology. At this point, four years later, she is making very good progress in all academic work. She is reading at a fourth grade level and was just released from counseling. She is a student leader, having been elected to a position on the Middle School Student Body Council for the 1993-94 school year. She seems to be on the road to becoming a healthy, happy, young woman and certainly is headed for college after graduating from high school.*

- *Tony is hard-of-hearing and was unable to successfully participate in the public school program provided in his home district. As a result, he was anti-social, displayed very inappropriate behaviors, had truancy problems and was not making progress academically. At the start of his seventh grade year, he came to OSD knowing almost no sign language. For three years following, he was in classes of six to eight students and received instruction individually designed to meet his needs. He received intensive counseling as a related service his first two years and sign language support to help him bridge the communication gap. Now, as a freshman in high school, this student no longer receives counseling. His reading level has increased by more than four grade levels to beginning ninth grade. He participated in football and is a member of the track team where he is having a very successful season.*

- *Patricia entered OSD as a sixth grader, reading two years below grade level. In three years, from 1990-1993, she went from a 4.3 reading level to an 11.7 reading level as measured on the Stanford Achievement Test. She also went from receiving counseling once a week to no longer requiring this as a related service. This student is currently a freshmen in the high school program. Patricia's progress will be evident in the testing completed this spring.*

Section II
Student Services

Part 1--Compensatory Education

Purpose of the Program

Compensatory Education programs provide educational services to children in greatest need of support. The Oregon Department of Education (ODE) Compensatory Education Section administers educational services to Title I, Title I-Migrant, Indian Education, race equity, sex equity, national origin programs, and to students who are homeless. Federal regulations govern the distribution of federal funds that support these programs in Oregon school districts. The ODE provides technical assistance in the appropriate use of federal funds for equal education opportunities, civil rights concerns, and migrant education.

The Department of Education is responsible for reviewing each school district's plans to ensure the appropriateness of the educational program.

Information on Students

Compensatory Education programs are especially targeted to provide services to groups of students whose special educational needs are best met through programs that supplement regular academic offerings. Student groups served by these programs include disadvantaged, neglected or delinquent, migrant, Indian, and limited-English proficient children and youth. Charts in the following sections illustrate the increasing number of minority students and the growing number of educationally-disadvantaged students served.

Organization and Administration

Compensatory Education programs in local school districts are administered by the ODE. The ODE, by federal law, reviews the implementation of local programs to assure they are effective. Districts must submit an application plan for a project to use available funds. Approval from the ODE is then necessary before the program may be implemented. The ODE is responsible for reviewing each school district to ensure the appropriateness of the educational program and plan.

Title I

Title I of the Improving America's Schools Act was enacted as part of PL 103-761 on October 20, 1994. The purpose of Title I is to continue to provide financial assistance to state and local educational agencies to "provide tools for educators working with parents to assist educationally-deprived children accelerate their learning," on the basis of entitlements calculated under Title I.

The programs authorized by Title I provide financial assistance to:

1. Local educational agencies (LEAs) for programs designed to meet the special educational needs of educationally-deprived children and children in local institutions for neglected or delinquent children. The basic and concentration grant allocation for 1994-95 totals $58,894,852. Neglected or Delinquent projects will become part of the LEAs' grant application and allocation for 1995-96.

2. State agencies to support programs designed to meet the special educational needs of children with disabilities.

3. State agencies for programs designed to meet the special educational needs of children in institutions for neglected or delinquent children, or in adult correctional institutions.

4. LEAs for programs designed to meet the special educational needs and provide supportive services to children of migratory agricultural workers or migratory fishermen.

5. LEAs (through the Secretary of the Interior) to meet the special educational needs of Indian children.

Districts must submit an application for a project to use available funds.

Department specialists assigned to Title I, as required by federal law, review on-site, one-third of all Oregon school districts annually. The single audit process by local accountants requires districts to provide the ODE with an independent audit of the fiscal status on the implementation of Title I services. The specialists provide each district with technical assistance in order to improve the instructional program in each Title I school, especially in schoolwide programs. The coordination of all federal programs with the Educational Act for 21st Century Schools is required and absolutely necessary.

Federal funds are also available to assist staff of particular schools where student achievement is measured by achievement test results or specified student outcomes are not at the expected level. Federal funds are also made available to assist local programs in their efforts to meet the needs of educationally-needy children enrolled in private, religiously-affiliated elementary and secondary schools. The federally-funded Even Start program is designed to serve children and their parents from birth through eight years of age. A growing number of federal programs serving schools and children in communities use the Title I formula for the distribution of funds to guide their allocation processes.

Parent Involvement

"The most urgent need for educational improvement is in schools with high concentrations of children from low-income families."

The focus is always on the child. The parent and child are actively involved in home-learning activities. Staff and parent training is provided at regional and state conferences. The state Parent Advisory Panel has published a revised handbook, "Parent Involvement: The Critical Link," which is available upon request from the ODE Publications and Multimedia Center.

Seven major parent involvement projects of the Oregon Title I program include:

1. Involve parents in learning activities at home.
2. Assist families to support positive relationships through parenting and child-rearing.
3. Improve school-to-home communications.
4. Improve recruitment, training, and involvement of parents and volunteers.
5. Invite and cross-train staff and parents of all children.
6. Improve team participation and leadership of parents.
7. Provide parent-mentor trainers to all regions in Oregon. An innovative strategy, the parent-mentor training program, provides regional and district workshops across Oregon.

Neglected or Delinquent Projects

The Title I program supplements educational programs of group residential homes within local school districts, as well as state agencies; i.e., Children's Services, Corrections, and the Christie Schools (see Private Agency Programs, p. 52). Over $1.5 million will be allocated to 105 residential and state agency homes.

Title I-Migrant

The Title I-Migrant Education program is a federally-funded, supplemental, educational program which provides services to approximately 28,000 children. Its purpose is to provide a wide range of services to migrant children, including specifically-designed curricular programs in academics, to present career options and counseling activities, and provide preschool and kindergarten programs for 3- to 5-year-old children. In addition, the Title I-Migrant Education program strongly emphasizes parental involvement and staff development, as well as health services for migrant children, ages 3 to 21.

The Title I-Migrant Education program strongly emphasizes parental involvement

Civil Rights

The Civil Rights program provides workshops, training, and individual assistance to school districts on a preventive basis to include areas of race, gender and national origin.

The ODE also provides increased opportunity to ensure minority students are not inappropriately placed in special education programs in school districts.

Specialists in this section train educators in multicultural and equity education, and the interpretation of federal and state equal opportunity laws. They act as resource points for educators and also broker assistance to school districts with specific needs. They provide assistance to LEAs as they address and begin to implement the CIM outcome on "understanding diversity."

For the past 15 years, sex equity staff at the ODE have provided leadership and assistance for school districts in Oregon to achieve equity for all students enrolled. Since 1985, a special effort to ensure the adoption of the Oregon Action Plan for Excellence was implemented with sufficient protection for equal opportunity for national origin, minority and female students.

Information is gathered on the number of limited- and non-English proficient students enrolled in schools in the state. This information is published annually and school districts are given assistance in developing appropriate instructional methods to ensure those students have equal access to education.

Limited-English Proficient Students

Many districts are experiencing increases in language minority students who have not yet developed proficiency in speaking and understanding English. These students sometimes have gaps in their schooling. Most are experiencing poverty, as well as cultural upheaval.

In addition to English as a Second Language (ESL) instruction, there are strategies classroom teachers can use to help them access the district curriculum. The ODE provides training and technical assistance on English acquisition, cultural issues, effective instructional strategies, helping students transition from social language skills to academic language, parent-school communication, and available resources.

Indian Education

The Indian Education Program attempts to meet special educational and culturally-related needs of Indian students in Oregon. Coordination of long- and short-term planning between LEAs, Indian communities throughout the state, and the ODE requires a comprehensive and continuing commitment. Current research

indicates items of high priority to Indian communities in Oregon include staff development relative to intercultural competency; curriculum review and modification relative to cultural relevancy; community involvement, alternative educational strategies; and multicultural/multiracial education for all students.

The Indian Education specialist at the ODE also serves as liaison for local school districts, regional technical assistance centers serving this area, and the Office of Indian Education at the U.S. Department of Education in Washington, D.C. In fulfilling this role the specialist is asked to respond to specific requests for technical assistance from individuals, tribes/communities, and educational programs. The ODE provides necessary research data and information requisite to planning, developing and implementing quality educational programs.

Homeless

The U.S. McKinney Act mandates that states remove barriers to school enrollment for homeless children and youth, in policy and practice, enabling them to enjoy a free, appropriate, accessible public education. State progress toward the goals addressed in the 1991 Revised State Plan for Education of Homeless Children and Youth is monitored by the Title I office. The Homeless Education Program provides technical assistance to local school districts and service providers throughout the state. Limited federal funds are available to local school districts through the Homeless Education grant program.

TITLE I PROGRAM

Purpose of the Program

The Title I, Improving America's Schools Act, established by Congress in 1965 and last reauthorized in 1994, is to improve the educational opportunities of educationally-deprived children and children in poverty. Program goals are to help students succeed in the regular program, attain grade-level proficiency, and improve academic achievement in basic and more advanced skills.

Description

Federal funds, $58,894,852, are allocated annually to school districts.

Some 82,349 students in Oregon schools are eligible for Title I services. These are students not succeeding in the regular program. In 1992-93, 51,412 public, nonpublic, and neglected and/or delinquent (preK-grade 12) students were served in supplementary reading, mathematics and language arts programs. Prekindergarten through age 21 children living in high poverty attendance areas qualify in 98 percent of the school districts in Oregon.

School district grant recipients allocate staff and resources to targeted schools within the district. A needs assessment to determine degree of need and a student selection process with objective criteria are necessary for establishing design and appropriate services.

The Oregon Department of Education (ODE), Office of Compensatory Education, Title I program, coordinates staff development, parent involvement, schoolwide programs, grant applications, allocation, review program improvement and evaluation of school and district programs.

Federal dollars provide the total Title I budget. A total of $58,894,852 is available for distribution to local school districts. Funds are allocated annually to school

districts. In addition, grants from Title I are available to special programs which serve neglected or delinquent students. This amount is $731,613. Oregon does not have a state-funded compensatory program.

Relationship to 21st Century Schools

Integration and coordination of the supplemental Title I program with the Educational Act for the 21st Century is evident with mutual school improvement reviews. Goals 2000 and the 1995 Educate America Schools Act, reauthorizing Chapter 1/Title I, will coincide with Oregon's Educational Act in supporting comprehensive, ongoing cycles of school improvement.

15 percent of served students graduated out of the supplementary Title I program.

State Board goals and policies for schools and districts are applicable to all Title I programs.

Title I is a partner in achieving Goals 2000:

- prepare all children so they are ready to learn
- prepare effective transitions
- provide professional staff development
- improve multiple instructional strategies
- ensure academic success and growth for each student served
- develop school-family partnerships
- accountability based on high performance standards

Outcomes

- Fifteen percent of served students graduated out of the supplementary Title I program.
- Average state reading achievement is 5.3 NCE demonstrated on nationally normed tests.
- Average state math achievement is 4.7 NCE demonstrated on nationally normed tests.
- Parent conferences, observations, workshops and involvement increased 8 percent.
- The on-site Title I review process and teleconference evaluation data indicate improved learning opportunities for students exist when staff members use multiple instructional strategies, multiple service delivery models are available and staff members collaborate on instructional planning.

Future Plans and Issues

- To coordinate Title I programs with Oregon's education reform efforts.
- To improve parent involvement.
- To promote staff development that supports teachers' efforts for improving student outcomes.
- Continued issues are flexibility of federal regulations and coordination of all compensatory education programs to accomplish Oregon's education goals.

INDIAN EDUCATION

Purpose of the Program

In March 1989, the Oregon State Board of Education adopted Policy Statement 3820.11 in support of a policy to collaborate and support the efforts of AI/AN people in education based on the following needs:

Culturally, American Indians, Eskimos, and Aleuts who live within the United States represent 481 identifiable tribal groups exhibiting vast differences linguistically and culturally, both within and between groups. Legally, they represent over 280 organized political entities having rights and powers of self-government with distinct jurisdictional boundaries, limiting the exercise of many aspects of state jurisdiction over resident American Indians. Approximately 89 percent of all American Indians reside within large urban centers. Although there is considerable variability in social and economic characteristics among Indian individuals and between urban, rural, and reservation communities, the overall picture is one of widespread poverty.

Despite the efforts and approaches of the past sixteen years and many examples of success, American Indians (nationally) generally continue to lag behind non-Indians in educational attainment, with slightly more than 33 percent having only an elementary education or less. Only 3.5 percent of all Indian men and 2.5 percent of Indian women have four years or more of college, and for reservation Indians, the figures are even lower. Nearly one-half of all reservation Indians have only an elementary education or less and only one-fourth have managed to attain a high school diploma. As they advance through the education process, Indian students tend to fall further behind non-Indian students in achievement. Recent statistics indicate that the dropout rate remains high for both reservation and non-reservation Indian students. Proportionately fewer Indian high school students graduate than do non-Indian students.

The Indian Education program attempts to meet the special educational and culturally-related needs of Indian students in Oregon.

Description

The Indian Education Office attempts to meet the special educational and culturally-related academic needs of Indian students in Oregon. During the past sixteen years, the federal government has expanded its fiscal involvement and the programmatic options available to meet the unique needs of American Indian learners. Legislation and changes in the rules and regulations of past programs have caused a significant reorganization and restructuring of the federal bureaucracy and major shifts in the interaction of tribal, state, and federal governments in the development, funding, management and operation of education services and programs for American Indians.

In many states with large Indian populations, the last decade has witnessed an emerging interest on the part of the state government for Indian education. It has become a distinct concern inclusive within the state's broad definition of its general responsibility to meet the education needs of all citizens, including American Indians.

The primary function of the Indian Education Office is to fulfill the charges described in the goals of the Oregon American Indian/Alaska Native Education Plan. There are eleven primary goals which include such items as teacher training, curriculum revision, school monitoring, technical assistance for Indian Education Act programs, data compilation and resource dissemination.

The federal Indian Education Act provides supplemental services unavailable elsewhere to meet the special educational needs of Indian students in Oregon. Many of these programs offer tutorial support services, counseling, social service support and cultural presentations and activities for Indian students.

This office is funded by state General, Title IV Civil Rights, and Drug and Alcohol funds. Twenty-five percent of the monies come from state funds with 75 percent coming from federal funds.

Relationship to 21st Century Schools

Many congressional acts have served as significant benchmarks to denote the federal responsibility for Indian education. The Snyder Act of 1921 still serves as the basic legislative instrument for a major portion of funds targeted for tribes in Oregon. The Johnson O'Malley Act and the Indian Reorganization Act of 1934 provide significant authorization for improved education for Indian people living on or near reservation lands. The Indian Education Act of 1972, Title V (Public Law 92-318, as amended), remains one of the most important legislative acts to meet the unique educational and cultural needs of American Indians and Alaskan Natives.

A statewide Indian Education Plan has been developed cooperatively between the Department and American Indian tribes and communities. This plan is designed to assist the Department and related state and local educational agencies and institutions in identifying and proposing strategies leading to improved academic performance and expanded educational opportunity for all AI/AN students. This plan is tied closely to the language of education reform in Oregon.

On May 26, 1994 the Oregon State Board of Education formally adopted the Oregon American Indian/Alaska Native Education State Plan.

Outcomes

This office serves the needs of AI/AN students in Oregon. There are 94 school districts in Oregon with American Indian student enrollments of at least ten or more. These 94 districts account for approximately 8,300 of the 8,741 American Indian students enrolled in Oregon public schools. Federal funds are available to these districts under the Indian Education Act. There are 23 Oregon school districts currently receiving funds for Indian students under this Act. This funding supports the efforts of school districts in coordination with required Parent Advisory Committees to provide educational programs designed to meet the educational and culturally-related academic needs of American Indian and Alaskan Native students.

The Oregon American Indian/Alaska Native Education State Plan gives very specific guidelines for success and will be used as a guideline for measuring progress.

Future Plans and Issues

The implementation of the 11 goals of the Oregon AI/AN Education Plan will guide the direction of this program. The plan describes in detail key activities of this office and the entire Department of Education staff.

PROGRAMS FOR LIMITED ENGLISH PROFICIENT (LEP) CHILDREN

Purpose of the Program

This program provides training and technical assistance to districts and individual teachers on issues of English language acquisition and equal educational opportunity for national origin students (students whose home language is other than English). The Department's program is federally funded.

National Origin students who are acquiring English as a second language are guaranteed the right to a comprehensible education by a chain of federal legislation and case law that includes Amendment XIV to the Constitution of the United States of America, the Civil Rights Act of 1964, the Bilingual Education Act of 1968, The Supreme Court Lau v. Nichols decision of 1974, and the Equal Educational Opportunity Act of 1974.

In addition to Oregon laws and OARs regarding curriculum and instruction for all students, Oregon laws and OARS specifically mandating English as a Second Language and equal educational opportunity for national origin students include:

- ORS 659.150, ORS 659.155 and OAR 581-21 045 prohibiting discrimination in public education, and ORS 326.011 requiring the State Board of Education to adopt rules prohibiting discrimination;
- ORS 336.067 allowing districts to provide instruction through a language other than English when it may help students to make an early and effective transition to English and to benefit from educational opportunity;
- ORS 336.079 requiring special courses at each grade level to teach English until students benefit from classes taught in English;
- ORS 342.123 requiring applicants for teaching certificates to demonstrate their knowledge of federal and state laws prohibiting discrimination;
- ORS 342.609 requiring districts providing special courses for meeting ORS 336.079 to make opportunities for teachers to qualify to help these students at no cost to the teachers.
- OAR 581-21-046 requiring districts to develop and implement a plan to identify and provide appropriate programs for students whose primary language is other than English until they can use English effectively in regular classroom instruction.

Oregon school districts are reporting an increase in their enrollments of school-age immigrants with limited schooling in their native country.

There is also a provision in OAR 581-23-100 (State School Fund Distribution) that allows an additional 0.5 weighting in the funding formula for ESL students who are served in programs that meet the Office of Civil Rights (OCR) guidelines for equal educational opportunity. The OCR guidelines listed in OAR 581-23-100 are A) a systematic procedure for identification and assessment of needs, B) a planned program for ESL and access to the academic curriculum using instructional methodologies recognized as effective with minority language students, C) appropriately trained and credentialed staff, D) adequate instructional materials and equipment, and E) evaluation of program effectiveness.

Description

The Department's program for limited English proficient children provides information, training and technical assistance to districts and teachers so they can plan or improve their ESL/equal educational opportunity programs.

Services are provided through phone consultations; dissemination of information on program planning, instructional strategies, model programs, and accessing resources; workshops, institutes and meetings; and site visits.

National origin students include immigrants, refugees and American-born native speakers of languages other than English. Oregon's Department of Education does not mandate entry and exit criteria for district ESL/equal educational opportunity programs. However, districts are required by state and federal law to develop and implement a process for identifying students who need ESL/equal educational opportunity programs. In practice, most districts in Oregon that serve

ESL students provide services only for those who are non-English proficient, and exit students before they have acquired the cognitive-academic level of English proficiency necessary for success in mainstream classrooms.

It is essential that well-designed programs for limited English proficient students be built into Oregon's school reform plans.

Roughly two-thirds of Oregon's 15,700 identified national origin students are Spanish speaking. However, many Spanish speakers from Mexico and Central America are native speakers of indigenous languages for whom Spanish is a second language and English is a third. Other languages in Oregon include, for example, Vietnamese, Khmer, Chinese and Russian. In 1993-94, at least 15,700 national origin students were identified and served in local ESL programs.

The Department of Education receives $75,000 for Title VII technical assistance from the United States Department of Education - Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Relationship to 21st Century Schools & National Education Goals 2000

To make Oregon's 21st Century Schools Act a reality in practice, it is necessary to consider and include the special needs of national origin students who do not yet speak English well enough to successfully complete every level of school reform. While national origin students can acquire enough English for social interaction within one to three years, it takes five to seven years for them to become proficient enough to study academic subjects in English. For most national origin students, acquisition of cognitive levels of English proficiency occurs only when they have had an ESL/equal educational opportunity program which transitions to higher cognitive-academic vocabularies and linguistic structures of English. Failure to plan for this transition results in high rates of academic failure and dropping out of school.

National Education Goals 1 & 8 - Ready to learn; increase parent involvement and participation: Young children whose home language is other than English are vulnerable to native language loss as they enter the all-English school environment. Among the consequences of language loss are an unstable linguistic foundation upon which to develop English and cognitive skills, and the loss of strong parent-child communication and bonding. Parents seldom learn English as rapidly as their children. The Multilingual Early Childhood Education Network works with programs funded to serve bilingual populations to ensure a solid linguistic foundation, to maintain and strengthen parent-child communication, and to promote instructional practice that is developmentally, linguistically and culturally appropriate.

National Education Goals 2, 3, 5, 6, 8 - Increase graduation rate, parent involvement and participation; demonstrate competency over challenging subject matter; achievement in math and science; and literacy: Hispanic students in Oregon have the highest dropout rate in the state. There is demographic evidence that those who are most mobile are most likely not to complete school.

National Education Goal 4 - Professional development: There has been steady growth and expansion of the population of students whose home language is other than English in Oregon. Few teachers are trained to work effectively with these youngsters. This program provides a variety of formal and informal training, consultation and information on instruction and program design to teachers and districts.

During the last five years since the Immigration Reform and Control Act, which provided amnesty for undocumented farmworkers, significant populations of

speakers of languages other than English have settled throughout Oregon, and may be found in at least 26 of the state's 36 counties. The largest populations continue to be found in the Portland urban area and in Oregon's agricultural areas (Washington, Marion, Hood River, Clackamas, Yamhill, Umatilla Counties and Treasure Valley).

Outcomes

In the 1993-94 school year, 15,700 ESL students were identified and provided services. Cross references with Migrant and Bilingual program staff suggest that an additional 2,500-5,000 national origin students would benefit from services to support their acquisition of cognitive/academic levels of English proficiency. Many of the students identified as receiving services are receiving only ESL, with little or no attention to the academic core curriculum.

Oregon collects data on minority student enrollments and on students served in Title VII programs. The count of students actually served in district ESL/equal educational opportunity programs is now made through the school funding January and June quarterly reports. A cross-check through Migrant programs suggests that the data on ESL students consistently undercounts such students by 15-30 percent, and that most districts exit students at an intermediate level of English proficiency. That is, they are exited well before they have sufficient proficiency for classroom success. Data on dropout rates and school achievement give indications of how well schools, districts and the state are educating minority students.

Technical assistance, the Summer Bilingual Institute, consultation and networking efforts are evaluated informally through needs assessment, through phone logs, by monitoring the success rate in receiving Title VII grants, and (for formal training) through workshop evaluation forms. We have a variety of service delivery approaches, and have formed on-going relationships with ESL programs throughout the state.

Future Plans and Issues

A recent study by the Council of Chief State School Officers (CCSSO) reflects the situation typically observed in Oregon districts:

Large numbers of LEP children do not receive the special services they need to succeed in school. There is a gap between what researchers have learned about the dynamics of second language acquisition, and the practices in effect in our schools. (School Success for Limited English Proficient Students: The Challenge and State Response, Council of Chief State School Officers, 1990, p. 52.)

Often, even though they may have been identified, they are placed in English-only classrooms with teachers who have no training in ESL or language development methods and are thus unable to guide the academic development of these children. Some of these youngsters do catch up in time with their classmates and succeed in mainstream classrooms. Others may become disengaged, fail to meet minimal academic standards, be retained in grade and ultimately join the large number of language minority students who drop out of school (Ibid., p 22).

Students exited from ESL programs before they have cognitive-academic levels of English proficiency tend to inappropriately increase Title 1 and Special Education program enrollments. When appropriate alternative academic support cannot be arranged, limited English proficient students are among the first to drop out of school.

It is essential that well-designed programs for limited English proficient students be built into Oregon's school reform plans from the beginning. Such programs include ESL and academic support programs (e.g., bilingual education or content-based ESL/sheltered content programs), that help students transition to cognitive-academic levels of English proficiency. Providing staff who speak the student's native language and using multicultural education to develop an understanding of one's own culture and an appreciation of other cultures can ease the stress of studying in a foreign language and culture, and help prevent racial and cultural tensions that often arise in districts that are experiencing an influx of language minority students.

MIGRANT EDUCATION

Purpose of the Program

The purpose of the migrant education program is to provide a wide range of services to migrant children, including specifically designed curricular programs in academics, to present career options and counseling activities, and communication skills programs.

Description

Migrant education is a supplemental educational program, funded by federal sources, which provides services to the approximately 28,000 migrant children in the state.

Section 20-7 states that the Department of Education shall develop procedures to accommodate . . . migrant children from other states and countries. OAR 343.810-343.835 provides for special summer school programs for migrant children between 3 and 21 years of age.

In addition to the above specified services, the program strongly emphasizes parent involvement and staff development. Preschool and kindergarten programs have been implemented for 3- to 5-year-olds. There is a recruitment component which brings eligible children into the program, as well as evaluation and assessment processes to assure students proper and effective placement in the classroom.

There is a strong national network which provides continuity for students who often travel between states. In addition, the Binational Program is working to smooth the transitions between the U.S. and Mexican school systems.

An important aspect of the program is the health services provided, recognizing that a child cannot enter school ready to learn if she or he has basic dental, vision, or other health needs unmet. There is an accident insurance benefit which covers all children enrolled in the migrant program.

Children of migratory families are eligible for services between the ages of 3-21. Currently migratory children receive full benefits, with secondary benefits provided to children for up to six years after settling in one area.

The population served inc es children within the range of 3 years through high school graduation (or age 21). Migrant farmworkers are predominantly (94%) Hispanic, with a large number speaking no English. There are migrant workers all throughout the state of Oregon. Twenty-four regions have been identified with

concentrations high enough to have a migrant education program, with the largest programs being in Marion, Clackamas, Malheur, Washington, and Umatilla Counties.

The approximate number of migrant students presently being served is 28,000. Ten percent of these come directly from Mexico each year.

It is the policy of the program not only to provide services for those students currently in a migratory situation, but also to assist them after settling in one area until they are fully able to enter the mainstream classroom.

Education Service Districts and school districts with high concentrations of migrant children are recipients of grants. These grants allow the district to hire staff to provide the supplemental services required by these students. The grant application is very specific about how the funds will be used; there is a monitoring system to ensure that funds are being applied to the needs of the migrant children.

Recipients must apply each year for the regular and preschool monies, as well as for the summer school funds. Children receive services on a daily basis for as long as they reside in a region receiving grant money.

The federal Migrant Education Program is the sole source of funding for the Oregon Migrant Education Program. There are no matching state or local dollars required. The allocation for the 1994-95 year is projected at $10,121,617. For comparison, in 1979 the allocation was $5,073,923. Despite the dollar increase, the amount per child has actually decreased to about one-third of the full funding which was available in the early 1980s.

During the 1993-94 school year, funding was allocated as follows:

Instructional services	$4,624,763
Support services (pupil & staff)	1,731,228
Administration	1,125,415
Other (facilities, transportation, parent involvement, etc.)	153,489

Relationship to 21st Century Schools

The goals of the migrant education program are consistent with the stated school reform efforts of HB3565 to equalize access to a quality education for all students regardless of linguistic background, culture, or race, as well as providing special or compensatory education linguistically or culturally as appropriate.

For regular school year, preschool, and summer programs, the State Board of Education approves the grants to the various migrant education programs. The migrant program also addresses the dropout and at-risk issues which are a priority concern of the State Board.

The goals of the migrant education program correlate to the U.S. Department of Education strategy for America 2000. The state program is part of the national migrant education program which is funded each year by allocation from the U.S. Congress.

Outcomes

The National Assessment of Chapter 1 Report on Effectiveness concluded that students receiving Title 1 related services experience larger increases in their standardized achievement test scores than comparable students who do not. A Congressional report accompanying HR5 in 1988 noted that during the program's history, dropout rates were lowered (recent information indicates this is from 90% to 50-60%).

Although it has been traditionally difficult to assess outcomes of the migrant program, new assessment tools and desired outcomes are now in place which will provide verification of the successes of the program.

Future Plans and Issues

It is the policy of the program not only to provide services for those students currently in a migratory situation, but also to assist them after settling in one area until they are fully able to enter the mainstream classroom. The term of services has been six years, however, that eligibility period was decreased to three years when the Reauthorization Act was approved by Congress in October 1994. This change will be effective by summer 1995 when the currently funded 1994-95 school year projects will be completed and will cause major adjustments in the program.

Major policies of the program include an effort to recruit as many eligible children as possible into the program, and to serve the children as early as possible through preschools, Head Start, and kindergarten programs.

While nurturing children throughout the primary school years, there is great emphasis on keeping students in school at the middle and high school level, with the goal of reversing the high dropout trend. Identifying leadership qualities of the migrant student population, and mentoring as many as possible into higher education is an important issue of the program.

STATE DISADVANTAGED CHILD PROJECT

Introduction

The regular session of the 54th Oregon Legislative Assembly passed Senate Bill 380 in 1967 and appropriated $1,212,500 for the biennial period to provide "special education for the primary purpose of preventing or overcoming learning deficiencies." This money was to be used exclusively by the Portland Public Schools. That program has been funded by each subsequent Legislative Assembly. These funds are to be used for "equipment, materials, supplies and services..." which may include construction (ORS 343.650). This bill was approved June 20, 1967, and is now funded at $975,000 for the biennium.

The State Disadvantaged Child Project serves approximately 7,540 students in grades prekindergarten through 12.

Purpose of the Program

The State Disadvantaged Child Project was originally established to give Portland's disadvantaged students a better chance to grow socially and educationally. It was recognized that high concentrations of low income children lived in the Portland area, and today this program serves approximately 7,540 students in grades prekindergarten through 12.

Description

Information on Students: Portland historically has a disproportionately high percentage of disadvantaged children. Based on 1992-93 data, the district's total enrollment represents some 11 percent of the state enrollment, while Portland's disadvantaged students represent a significantly higher number. Specifically, Portland has 16 percent of the state's Chapter 1 low-income disadvantaged students including 22 percent of those in foster homes and 57 percent of the students on free meals compared to the statewide average of 40.4 percent.

Budget Information: The state historically has provided approximately $1,000,000 annually to this project. However, for the 1991-93 biennium this amount was reduced to $500,000 each year. The Portland School District provides an additional $500,000 to the project making the current budget $1,000,000 for each year of the biennium. Eighty-five percent of the funds are provided to eight elementary schools, three middle schools, and one high school, while the balance is used for Early Childhood Education, Alternative Schools and Support Services.

Policy and Program Issues: Many states currently fund a statewide disadvantaged child program. Oregon could determine its need for a similar program through a statewide assessment that could collect data on indicators such as the number of disadvantaged students, subject areas, grade levels, level of deprivation and number of eligible districts. An analysis of the information would provide definitive information on the extent of the statewide problem.

Portland Public Schools do need support and special assistance as based on the aforementioned statistics. These students are proven to have benefited from the funds.

TITLE IV CIVIL RIGHTS
Race Desegregation, Sex Equity and National Origin

Purpose of the Program

It is the policy of the State Board of Education and a priority of the Oregon Department of Education (ODE) to ensure equal opportunity in all educational programs and activities. The ODE provides assistance as needed throughout the state's educational system concerning issues of equal opportunity.

The following federal laws are the source for coordinating the ODE's efforts:

(a) Amendment XIV, 1868 U.S. Constitution, states, "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

(b) Title IV (formerly Title VI) of the Civil Rights Act of 1964 (PL 88-352) prohibits discrimination on the basis of race, color, or national origin against students and others in educational systems and/or institutions receiving federal assistance.

(c) Title IX of the Education Amendments of 1972 (PL 95-561) prohibits discrimination on the basis of sex against students and others in educational systems and/or institutions receiving federal assistance.

In addition to Oregon laws and OARs regarding curriculum and instruction for all students, Oregon laws and OARs specifically mandating English as a Second Language and equal educational opportunity for national origin students include:

- ORS 659.150, ORS 659.155, and OAR 581-21-045 prohibiting discrimination in public education, and ORS 326.011 requiring the State Board of Education to adopt rules prohibiting discrimination;

- ORS 336.067 allowing districts to provide instruction through a language other than English when it may help students to make an early and effective transition to English and to benefit from educational opportunity;
- ORS 336.079 requiring special courses at each grade level to teach English until students can profit from classes taught in English;
- ORS 342.123 requiring applicants for teaching certificates to demonstrate their knowledge of federal and state laws prohibiting discrimination;
- ORS 342.609 requiring districts providing special courses to meeting ORS 336.079 to make opportunities for teachers to qualify to help these students at no cost to the teachers;
- OAR 581-21-046 requiring districts to develop and implement a plan to identify and provide appropriate programs for students whose primary language is other than English until they can use English effectively in regular classroom instruction.

There is also a provision in OAR 581-23-100 (State School Fund Distribution) that allows an additional 0.5 weighting in the funding formula for ESL students who are served in programs that meet the Office of Civil Rights (OCR) guidelines for equal educational opportunity. The OCR guidelines listed in OAR 581-23-100 are:

(a) A systematic procedure for identification and assessment of needs;
(b) A planned program for ESL and access to the academic curriculum using instructional methodologies recognized as effective with minority language students;
(c) Appropriately trained and credentialed staff;
(d) Adequate instructional materials and equipment; and
(e) Evaluation of program effectiveness.

Description

The Title IV Civil Rights Program coordinates training and technical assistance with the regional Desegregation Assistance Center (Northwest Regional Educational Laboratory), as well as the regional Office of Civil Rights. The ODE does not go into a district unless requested, but responds immediately to requests with information specifically related to the laws concerning civil rights, as well as information about complaint procedures.

All Local Education Agencies (LEAs) are monitored during on-site CORE team visits unless there are issues that must be addressed more frequently. Compliance with state and federal laws and regulations related to equity and desegregation issues are an integral part of these site visits. Districts requesting assistance related to racial/ethnic, national origin, or sex desegregation are then referred to the civil rights specialists at the ODE.

The 1993-94 budget for the program was $171,871. In addition to salaries for staff, the budget funds training and technical assistance to LEAs.

Staff development continues to be the focus for changing attitudes and behaviors related to the following:

Access - Legislation alone cannot establish equal access to schools, courses, and activities. Access problems still occur even though virtually all districts have taken measures to come into compliance with nondiscrimination laws. Equal access means more than the provision of equal courses, facilities, and programs. It means taking into consideration the different needs of students.

Instruction - Instruction includes, but extends beyond, materials, interactions, and language. Although teachers are required to follow adopted texts in planning their lessons, they have latitude in how the material is presented, what is emphasized, what assignments are given, and the supplemental materials used. Lack of awareness of equity concepts could result in promoting a biased perspective.

Materials - Materials reflect bias in their content, pictures, and/or language. By using materials-evaluation instruments, reviewers can determine whether minorities, females or males are categorized in a discriminatory manner.

Race - There is a continuing need for race/ethnic desegregation assistance evidenced by the cumulative record of student enrollment data. The number of racial incidents has steadily been increasing in recent years. While a 13.32 percent minority student enrollment figure (Fall 1993) may seem relatively small, its importance emerges when related to the percentage of minority persons in the total population of the state—7.2 percent, and in the rate of increase over time.

National Origin - The continuing need for national origin desegregation assistance is evidenced by the increased numbers of students for whom English is a second language, including the estimated 15,700 students from 45 different language families who are limited or non-English proficient. Local districts have difficulties in providing sufficient funds for programs to meet the needs of these students.

Sex Equity - Sex desegregation assistance is needed to ensure compliance with Title IX and to address the lack of equity in math, science, and computer skills that is evident based on fall enrollment surveys.

Relationship to 21st Century Schools

The program serves all public schools in Oregon, but responds to specific requests as needed. Staff inservice is often targeted for those districts with higher concentrations of "students of color," although due to the CIM requirement, all schools are needing more support around diversity issues for all students."

Outcomes

Each grant proposal describes specific programmatic objectives. Workshop evaluations, numbers of calls, and timely responses logged, on-site technical assistance plans and training agendas are some of the mechanisms used to monitor program effectiveness.

Future Plans and Issues

Increasing minority enrollment in Oregon's schools create a continuing challenge for districts. More bilingual staff are needed to work with non-English speaking students.

EDUCATION OF HOMELESS CHILDREN & YOUTH

Purpose of the Program

The Homeless Education program, established by Congress under the 1987 Stewart B. McKinney Homeless Assistance Act, promotes access to free, appropriate educational services by all homeless children and youth.

Homeless children and youth are assured public school access in Oregon under ORS 339.115(3). Established in 1989, this law protects homeless children and youth from being denied enrollment for lack of a fixed place of residence, or solely because they are not under the direct supervision of a parent or guardian.

Local education agencies can receive grants through the program to remove barriers to public school access and increase educational opportunities and success for homeless students. The McKinney Act establishes that "homelessness alone should not..." inhibit students from educational opportunities.

The McKinney Act establishes that "homelessness alone should not be sufficient reason to separate students from the mainstream school environment" (Section 721 - Statement of Policy). Local education agencies receiving grant awards must assure homeless students will not be isolated or stigmatized.

While some children live with their families in shelters, others are doubled- or tripled-up in housing, sleeping in cars, or camping in rural areas.

Description

A homeless individual is one who lacks a fixed, regular or adequate residence, or who resides in a homeless shelter or has other temporary accommodations, including outdoor camping and unsuitable sleeping conditions, and families or individuals doubled-up in housing for lack of other accommodations.

The November 17, 1993 statewide shelter count found over 1,775 children and youth ages birth-18 in Oregon shelters. This is more a reflection of shelter capacity than an actual count of all homeless. Statistical projections of the statewide count support the estimate that 12,000 to 15,000 children and youth are homeless in Oregon each year.

The state program office coordinates and monitors a grant program to distribute federal funds to local education agencies providing services to homeless families and unaccompanied youth. The office disseminates information and provides technical assistance in coordination with social service providers to address the educational needs of homeless and highly mobile students. For the biennium, $380,000 in federal funds has been made available to local districts serving large numbers of homeless children.

Homeless children and youth have been counted in all parts of Oregon, with large concentrations in the urban areas and extensive camping in rural and wilderness areas. Current research reveals that at least 50 percent of homeless children in Oregon shelters are under age five. There is a severe lack of overnight accommodations for unaccompanied youth throughout the state. Statistics on homeless children and youth who are doubled-up in housing are not available at this time.

Relationship to 21st Century Schools

This program addresses the targeted school reform area: Integration of Social Services. The Homeless Education program has become established as part of the

statewide network of social and educational service providers working with homeless individuals and families. Collaboration, case management and community-based needs assessments and planning are integral to local education agency grant programs.

Oregon Board of Education Policy 5110 (School Attendance of Homeless) provides guidelines for local school districts to improve the accessibility and appropriateness of education for children and youth experiencing homelessness.

Local programs report more homeless youth are completing high school or GEDs through their efforts.

Goal #1 - Readiness to learn: The Homeless Education program provides resources and technical assistance to families with children of all ages. Some local grant programs provide parent education and preschool programs for homeless children. Locally, Head Start programs retain slots specifically for homeless children.

Information on immunizations, nutrition and health services for young children is issued to homeless families and shelter providers through the program.

Goal #2 - School completion: The Homeless Education program addresses the needs of children and youth ages 0-21. High school or GED completion is the ultimate goal for all youth. Local education programs provide tutoring and counseling for hundreds of homeless students in Oregon each year.

Outcomes

Between 1991 and 1993, research revealed a 16 percent increase in school enrollment by homeless children and youth in Oregon. Today, 86 percent of children in Oregon shelters attend school regularly. Many homeless students receive homework help or tutoring to help them succeed in school. Local programs report more homeless youth are completing high school or GEDs through their efforts.

Future Plans and Issues

The homeless Education program is expanding to underserved areas of Oregon each year by increasing the number of local grants awarded. Ten local education agencies and county collectives will receive a total of $200,000 in grants from the Homeless Education program for the 1994-95 school year:

1994-95 Local Grants
Bend-LaPine SD
Eugene SD
Hillsboro SD
Klamath County
Lake County
Lincoln County
Medford SD
Portland SD
Salem-Keizer SD
Yamhill ESD

During 1995-96, all Oregon school districts will be asked to designate a liaison to the state Homeless Education program. This strategy anticipates changes under the reauthorization of the McKinney Act and revisions to the State Plan for Education of Homeless Children and Youth.

Part 2--Student Services & Early Childhood Education

Introduction

The foundations for school and personal success develop very early in life. Prevention, identification and intervention strategies must be developed and must build on family, school and community resources. Student Services provides technical assistance and support for the following programs.

Early childhood education programs improve the child's ability to experience success including the following:

- Together for Children: Parent education programs which provide parenting skill education, counseling support and referral services for families of young children, birth through age 8.
- Comprehensive prekindergarten programs which work with 3- and 4-year-old children and their families and provide comprehensive education, social and health services.
- Technical assistance to school districts in implementing developmentally appropriate practices in grades K-3, including the use of strategies such as multi-age groupings and helping children and their families transition into public schools.
- Technical assistance to schools and agencies developing school-age child care programs.

Child Development Specialist and other counseling programs which focus on personal growth, building self-esteem and communication skills and work with families and community social services agencies.

Career Guidance and Counseling Services preparing students to adapt to multiple life and career transitions by providing information and decision-making skills.

Peer counseling, helping and tutoring programs which build positive relationships between peers, extend counseling resources and services aimed at prevention, build leadership skills and self-esteem.

Foundations for school and personal success develop very early in life.

Student activities fostering the development of teamwork, commitment and leadership skills.

School Health Services covering issues such as immunizations, communicable diseases, dispensing medication, roles of school nurses and school health clinics.

Programs for pregnant and parenting teens building parenting, life, and career skills and include the positive health and social development of their infants and toddlers as primary program goals.

Programs serving delinquent youth in residential youth care centers.

The student accounting system producing comparable data on school dropouts—data used in developing strategies to reduce the dropout rate.

A home-schooling option for parents who wish to educate their children at home.

TOGETHER FOR CHILDREN: PARENT EDUCATION PROGRAM

Purpose of the Program

The Together for Children parent education program (TFC) is a preventive approach to working with parents of at-risk young children birth through eight years. The purpose of the program is to support parenting efforts and thereby increase children's success in school and later life. The primary focus is for families with children birth to three.

Description

TFC programs involve multiple strategies with a diversity of goals. Home visitations, peer support groups, health care and parent education are program components. The interdependence among family members and of family members to the community is an important focus of TFC programs. Parents receive information and support from professionals, peers and community resources while simultaneously serving as resources themselves. The program builds on family strengths rather than remediating family weaknesses.

Strategies include: parenting classes, parent support groups, home visits, parent information, newsletters, referrals to community services, child and parent training groups, child care during parent services, case management and teen parent support. The models of service are based on family need and community delivery.

Families assessed to be at risk are eligible for the program. At-risk factors include single or step-parent families, teen parents, low income, children with special needs and some first-time parents.

Currently, there are three grantees funded:

- Jackson Co. - grantee Crisis Intervention Services, Medford
- Lane Co. - grantee Birth-to-Three, Eugene
- Deschutes, Crook & Jefferson Cos. - grantee Central Oregon Community College

Families served in 1993-94:

Total adults served	551
Total children served	570
children birth-5:	409
children 5-8:	161

Parents served by ethnicity:

American Indian	23
Asian/Pacific Islander	7
Hispanic	13
Black	28
White	480

Relationship to 21st Century Schools

OARs 581-19-050 through 581-19-080. ORS 329.145, 329.150, 329.155, 329.170-329.200.

The TFC program builds toward the "ready to learn goal" and parent involvement. The program promotes National Goal 1: "By the year 2000, all children will start school ready to learn," and Oregon's first "Urgent Benchmark" on children and families.

Outcomes

Expected outcomes for participants include enhanced effectiveness of parenting, enhanced self-esteem for both parents and children, formation of a support network for parents, increased ability to use community resources to achieve family goals and successful transition of children into Oregon Prekindergarten Program (OPP), Head Start, other preschool or grade school experiences.

Programs attempt to determine levels of participant satisfaction through a variety of assessment strategies. However, the TFC program has not been funded at a level that allows ODE to do long-term research on program outcomes.

Research confirms and common sense tells us that preventing problems is more cost effective than remediating them.

Future Plans and Issues

The three original grantees continue to be funded. This project is effective and needed in all parts of the state.

The ODE is preparing Performance Standards for the TFC program to ensure that it meets a minimum set of service requirements and contact time for each enrolled family. However, TFC program funding was reduced in the 1993-95 biennium.

As the federal Head Start program targets increasing services to the birth-to-three popuiation, it is important that Oregon continue its service commitment to children at the preschool level, beginning at birth.

Individuals and society as a whole pay for neglect in a child's early years of life in the form of human suffering, as well as the costs of welfare, adult and family services and the court and penal system. The family is the first and most important influence on a child's life, yet very few parents receive any systematic education or support for assuming their roles as parents.

There are limited resources to maintain quality through program evaluation, monitoring, training and technical assistance.

Consistent coordination with other parent education programs such as those offered through CSD and community colleges is an essential next step.

Eligibility criteria (there is growing belief that these services should be available to all families throughout the state).

OREGON PREKINDERGARTEN PROGRAM

Purpose of the Program

The Oregon Prekindergarten Program (OPP) was established as a preventive approach to meeting the needs of low-income, 3- and 4-year-old children and their families. Through comprehensive educational, social and health services, children are better prepared to meet the demands that will face them in school and later in life. The OPP requires that no less than 10 percent of the total number of enrollment opportunities in each OPP shall be available for children with disabilities and that services shall be provided to meet their special needs. The Early Childhood Initiatives Advisory Council (ECIAC), consisting of representatives from parent groups, education, child care, social and health services,

advises the Superintendent, Commissioner of Community Colleges and the State Board of Education on matters related to the program.

The program has the following statutory basis: ORS 329.145-329.155 - Services to Children and Families, ORS 329.160-329.200 - Early Childhood Education; and the State Board of Education has adopted the following rules for the program: 581-19-005 - 581-19-035 - Early Childhood Education.

Description

OPP provides grant funds to nonprofit, nonsectarian agencies in local communities to operate comprehensive preschool programs for low income children and their families. Services are coordinated at the local program level with other providers of services to targeted OPP families.

Services to each enrolled child and family include classroom education, home visits, health exams and follow-up, dental exams and follow-up, mental health services, meals and nutrition education, disability services, social services and involvement of parents in all aspects of the program, including decision-making.

Eligible population: Children, age 3 to admission age for kindergarten, from families whose income falls at or below the official federal poverty level.

For 1993-94, percentages served by ethnicity:

Native American/Alaskan	4.4%
Asian/Pacific Island:	2.2%
Black:	6.7%
Hispanic:	14.5%
White:	72.2%

All 36 counties in Oregon are served by OPP, federal Head Start, or both:

6 counties have only OPP
9 counties have only federal Head Start
21 counties have both OPP and Head Start

OPP child/family slots:

1992-93: 2,248
1993-94: 1,891
1994-95: 1,686

According to Census Bureau estimates, 21,404 children, ages 3-5, are income eligible for OPP services.

Oregon Prekindergarten Grantees:

Albina OPP/Head Start, Portland
Children's Learning Center, Madras
Clackamas County Children's Commission
Clackamas ESD
Central Oregon Community College
Eastern Oregon State College
Harney ESD
Kids & Co. of Linn County
Klamath Family OPP/Head Start
Lane Co. OPP/Head Start
Malheur County Child Development Center
Migrant Indian Coalition
Mid-Willamette Valley CAA
Mt. Hood Community College
Neighborhood House
Oregon State University
Portland Public Schools
Salem-Keizer School District
Southern Oregon Children and Family Council
Southwestern Oregon Community Action
Gilliam County
Umatilla-Morrow Head Start, Inc.
Umpqua Community Action Network
Washington County Community Action
Yamhill Community Action Agency

Relationship to 21st Century Schools

The project addresses National Goal 1: *"By the year 2000, all children will start school ready to learn."*

The project addresses Oregon's first "Urgent Benchmark" on children and families.

Early childhood program goals identified in Oregon's Education Reform Act for the 21st Century are addressed by this program. The comprehensive nature of the services ensures that preschool children are assessed in all areas of development. All services are targeted and focus on removal of barriers to readiness.

Services are delivered in developmentally-appropriate ways, in the cultural context of the family and community. Staff training, classroom structuring, and OPP philosophy support building the foundation skills required for the Certificate of Initial Mastery through team teaching, low child-to-teacher ratio and comprehensive hands-on curriculum.

Outcomes

Twenty-five years of research on Head Start and other similar comprehensive preschool programs have shown that the costs thereof are returned several times over in costs saved in the areas of remedial education, corrections and human services.

Twenty-five years of research on Head Start and other similar comprehensive preschool programs have shown that the costs thereof are returned several times over in costs saved in the areas of remedial education, corrections and human services.

Future Plans and Issues

ORS 329.160, "Policy on early childhood education," states: "By 1996, funding shall be available for 50 percent of children eligible for OPP, and by 1998, full funding shall be available for all eligible children." Due to budget shortfalls in the 1993-95 biennium, service has dropped from 38 percent of the eligible children and families served in 1992 to 29 percent of eligible served in 1994. A further drop is expected in 1995. ORS 329.165(2) requires that "The Department of Education and the Office of Community College Services shall include in their budget requests to the Governor, beginning with the 1993-1995 biennium, funds sufficient to implement each two-year phase of the long-range plan." Governor's office grant instructions prevented compliance with this ORS for the 1993-95 biennium.

The eligible population is growing while funding does not.

HEAD START COLLABORATION PROJECT

Purpose of the Program

The purpose of the program is to increase Head Start collaboration and involvement in state policy, specifically in the development of a collaborative early childhood system for children, ages birth through 8 years, and their families. The project provides advocacy and leadership in collaborative efforts that improve services to children and families.

The statutory authority is described in OAR 581-19-025(1): "Funds appropriated shall be used to establish and maintain new and expanded prekindergarten

programs and shall not be used to supplant federally-supported Head Start programs. (4) Programs shall coordinate with each other and with federal Head Start programs to ensure efficient delivery of services and prevent overlap."

The Oregon Head Start Collaboration Project provides a single point of access for federal Head Start programs at the state level. It facilitates collaborative efforts among agencies that provide early childhood services, and participates in state policies which effect low-income children and families. The project works primarily in collaborative efforts with public schools, child care, health, employment and disabilities services and between Oregon Prekindergarten and federal Head Start programs.

Description

The project works toward creating an integrated and collaborative early childhood system for children, ages birth to 8 years, and their families.

The project initiates, advocates and facilitates collaborative efforts among early childhood programs serving children ages birth to 8 years of various ethnicity, specifically those from low-income families. The geographic area covered is statewide. Collaborative efforts in child care and disability services, and between Region X ACF Head Start and ODE, effects 6,205 children ages 3 and 4, and their low-income families from around the state. Collaborative efforts with public schools affects approximately 1,700 children, ages prekindergarten through grade 3.

Collaborative efforts are performed by local Head Start/OPP grant recipients, and local collaborative early childhood, public school, child care and disability services teams.

Funding is provided through a grant in the amount of $100,000 from the U.S. Department of Health and Human Services, Administration of Children and Families, Head Start Branch as part of an effort to increase Head Start collaboration and involvement in state policy. The grant requires a 20 percent state in-kind contribution.

Continuation federal funds are applied for on an annual basis at $100,000. Money is used for program contacts to facilitate collaborative efforts among agencies that provide early childhood services to children ages birth to 8 years and their families.

Relationship to 21st Century Schools

The Head Start Collaboration Project addresses the following early childhood sections of the Oregon Educational Act for the 21st Century:

- Cooperative efforts with other programs for young children.
- Implement "Developmentally-Appropriate Practice."
- Develop planned transition from prekindergarten programs to public schools
- Address the comprehensive health and social service needs of children and families.
- Provide a longer school year with adequate days available for home visits and other activities.
- Increase parent involvement in decision-making at the school site.
- Include children with disabilities, and their families in regular classrooms and school activities.

The project addresses National Goal #1: "By the year 2000, all children will start school ready to learn," and the Oregon Progress Board Benchmark on Readiness to Learn.

Outcomes

The project works toward creating an integrated and collaborative early childhood system for children, ages birth to 8 years, and their families. Expected outcomes are to provide needed services that meet the goals of the Oregon Benchmarks, National Education agenda, and Oregon education reform in a cost-effective and efficient manner through collaborative efforts. Actual outcomes are demonstrated by program and agency partnerships that improve services to children and families through collaboration and systemic change.

Future Plans and Issues

Continue working in the following priority areas to create a collaborative and comprehensive early childhood care and education system:

- state-funded prekindergarten
- child care
- employability and self-sufficiency
- children with disabilities
- transition through public schools
- health care

SCHOOL-AGE CHILD CARE PROJECT

Purpose of the Program

Federal guidelines for the school age portion of the Dependent Care Planning Grant indicate that the funds are to be used to encourage the development and improvement of before- and after-school programs in public and private school facilities or other community centers should schools not be available. These programs provide supervision, recreational opportunities and enrichment activities for elementary and middle school children during out-of-school hours, while their parents work or attend school or training.

The School-Age Child Care Project provides technical assistance to school districts, county and city government, community organizations, parents and child care providers.

Description

The Oregon School-Age Child Care Project was established in January of 1987 with federal Dependent Care Planning Grant funds. Oregon has applied for and received continued funds for each subsequent year. The Project is a cooperative effort by the Child Care Division (Employment Dept.), which applies for the funding; the Mid-Willamette Valley Community Action Agency, which hires the Project Coordinator; and the Oregon Department of Education (ODE), which houses the Project in the Office of Student Services.

The School-Age Child Care Project provides technical assistance to school districts, county and city government, community organizations, parents, child care providers and others interested in starting programs. Additionally, the Project works with school-age providers to improve the quality of the programs they offer in their communities. The Project also is responsible for: collecting data on program availability, maintaining information on model programs, facilitating training opportunities for caregivers and advocating for high-quality school-age programs for children.

A portion of the federal Dependent Care Planning Grant provides funding for this project. A state match is required.

Programs are most common in the high population areas of the state, but there are programs on the coast, in central and southern Oregon, and some in the larger towns in eastern Oregon. Programs are established locally, sometimes with funding assistance from the county Commissions for Children and Families. The School-Age Child Care Project does not provide financial start-up assistance. The majority of the children served are in grades K-3; but communities are increasingly concerned about programs for children in grades 4-8.

We currently do not have complete data on the numbers of children served in all programs in the state, although our state Child Care Resource and Referral Network will eventually be able to provide this data. In the current federal fiscal year, programs accessing the Training Assistance Grant program are serving over 3,400 children in before- and after-school and summer programs.

A portion of the federal Dependent Care Planning Grant provides the funding. The grant is on a federal fiscal year (Oct. 1-Sept. 30), which must be renewed yearly. The program is currently scheduled to be folded into the Child Care & Development Block Grant in FY1995.

A state match is required. Some of the match is met by the in-kind contribution the ODE makes by housing the Project.

The current federal fiscal year budget for the Project is $77, 694. The projected budget for the next federal fiscal is $79,700.

Relationship to 21st Century Schools

After-school programs are listed as a possible endeavor for schools to undertake in providing services to children and families.

Although not specifically addressed in national educational goals, after-school programs are noted extensively in the new crime prevention legislation.

Outcomes

The Project is operated under the administration of the Child Care Division and with oversight by the state School-Age Child Care Advisory Committee. Goals and objectives are established prior to application of the grant renewal each year. Upon receipt of the grant, a schedule of deliverables is set and maintained. A copy of the Goals and Objectives is available upon request from the project coordinator.

Future Plans and Issues

Quality out-of-school programs can provide unique opportunities for children, families and communities in the following areas: drug/alcohol prevention, pregnancy prevention, school retention, involvement in community service, development of leadership and decision-making skills and positive use of leisure time. Such programs contribute to the attainment of benchmarks in stable home life, academic achievements, health and fitness practices, access to child care and obtaining employment. A major issue emerging nationally is to specifically address the needs of middle school children for quality out-of-school programming opportunities.

CHILD DEVELOPMENT SPECIALIST PROGRAM

Purpose of the Program

The Child Development Specialist (CDS) program is a preventive approach to meeting the developmental needs of young children in Oregon's schools. The CDS program enables districts to provide skilled personnel to serve children four years of age or younger and their families, and pupils enrolled in elementary schools and their families.

The program's primary goal is a comprehensive counseling and guidance program to help children succeed in school and develop a positive attitude toward their environment, toward themselves and toward life career goals by providing primary prevention services within the children's environment.

The CDS program is established in ORS 329.255-ORS 329.275 and operational in OAR 581-23-050.

These programs provide supervision, recreational opportunities, and enrichment activities for elementary and middle school children during nonschool hours while their parents work or attend school or training.

Description

CDS programs are approved by the ODE and the personnel who serve in districts, as CDSs are evaluated and approved annually by the ODE.

Programs providing the following services:

- Implements guidance activities in classrooms.
- Provides individual and group counseling and guidance services.
- Provides developmentally-appropriate screening and assessment procedures to identify areas of talents and strengths upon which to base positive school experiences.
- Provides behavioral management consultation services to teachers.
- Assists with the early identification of children's developmental problems.
- Provides parents with assistance in understanding their children's abilities and needs.
- Provides referral assistance for children and families needing additional help from other state agencies.
- Coordinates community and other support resources for children and their families.

Children age birth-4 and their families, and children in elementary schools and their families are eligible for services from the CDS program.

The statewide program includes:

230 CDS programs
311 elementary schools
118,180 students
48 school districts and 5 education service districts

The services of the CDS program are provided by trained personnel authorized by the ODE to operate a state-approved CDS program.

The CDS program is funded locally by districts and Education Service Districts (ESDs).

With the priority on early childhood education and support to families in making sure children enter school ready to learn, this program serves as a tested link needed in school programs.

Relationship to 21st Century Schools

The CDS program participates in the Oregon Education Act for the 21st Century by assisting staff to place students in developmentally-appropriate programs and making successful progress toward the benchmarks at grades 3, 5 and 8. In addition, the CDS program addresses the needs of students by coordinating social services when needed and assisting in developing alternative learning environments for those students who are not making successful progress toward the benchmarks at grades 3, 5 and 8.

The CDS program addresses the National Goals of Readiness for School and Safe, Disciplined and Drug-Free Schools.

The CDS program addresses the Oregon Benchmarks through activities that assist in a stable home life, reduce the number of children abused or neglected, assist children to succeed academically, and increase the percentage of students free of involvement with illicit drugs and alcohol.

Future Plans and Issues

Since the grant-in-aid for the CDS program was discontinued by the 1993 Legislative Session, the number of programs has begun to decline from 249 in 1993 to 230 in 1994-95. With the priority on early childhood education and support to families in making sure children enter school ready to learn, this program serves as a tested link in the network of services needed in school programs to ensure the success of children in school and the goals for education reform and the Oregon Benchmarks.

There is a need to consider re-establishment of the grant-in-aid for the CDS program to assist districts in providing the much-needed services of this program.

Outcomes

Each district or education service district that operates a CDS program has a state-approved program on file with the ODE. Within each program are objectives and achievement criteria in the areas of student, staff, parent and community. By June 15, on an annual basis, districts and ESDs submit a status/evaluation report documenting successful completion of the program objectives. Upon successful completion, CDS personnel are reauthorized for the next school year.

COMPREHENSIVE SCHOOL COUNSELING

Purpose of the Program

Comprehensive school counseling programs in Oregon public schools, K-12, assist all students in learning to learn, learning to live and learning to work as they progress from dependent elementary school students through exploratory middle school years to independent, self-directed, self-reliant and contributing members of an increasingly capable Oregon citizenry. Professional school counselors, working in collaboration with teachers, other school personnel and other community resources, work cooperatively: (a) to help elementary students work successfully within mixed-grade classrooms; (b) to help mid-level students in their efforts to meet the Certificate of Initial Mastery (CIM) outcomes and help

students be prepared to make career strand choices; and (c) to help high school students successfully transition to Certificate of Advanced Mastery (CAM) programs and other postsecondary options.

OAR 581-21-200, Standard Education for Oregon Students, identifies Counseling as one of five Support Services Necessary to Provide a Standard Education for Oregon Students (Sec. (7)(a)(B)).

OAR 581-22-702, Guidance and Counseling, as part of Standards for Elementary and Secondary Schools, lists the elements: (a) a District Guidance and Counseling Program; (b) a School Guidance and Counseling Program; and (c) Guidance Staff Assignments.

Description

Department personnel assist school counselors and others in development of activities and services to carry out the programs described above. Direction for technical assistance is determined by systematically soliciting input from counselors at all levels while keeping in mind program goals and objectives.

Technical assistance is provided through statewide, regional and local workshops and conferences. Emphasis in the past year has focused on development of a comprehensive counseling model that supports school reform efforts. Cooperative efforts during school year 1993-94 have involved work with the Confederation of Oregon School Administrators, the Oregon School Boards Association, Oregon State University counselor education department, the Oregon School Counselor Association and personnel from several Education Service Districts.

Carl Perkins money is used to support counseling programs that focus on career guidance and counseling (learning to work). Some districts use Drug and Alcohol funds to help fund other counseling programs (learning to live). Efforts are underway to identify ways in which IDEA and Chapter I money might be used for counseling services focusing on learning to learn. Counseling services for students who do not qualify under one of the above programs are only provided through state and/or local sources, if available.

No state money was allocated for generalized counseling services in Oregon schools during the last Legislative Session. General fund money supports .40 FTE for a state specialist that provides technical assistance for comprehensive counseling programs in Oregon schools.

Relationship to 21st Century Schools

The Oregon Educational Act for the 21st Century made numerous references to activities and services provided by school counselors. Primary among those were: efforts to develop a humane and responsible citizenry, to develop citizens who are able to adjust and grow in a rapidly changing world (Sec. 1-b); to work effectively alone and in groups, to take responsibility for decisions (Sec. 4); CIM involvement (Sec. 20) and CAM involvement (Sec. 28).

Board Policy 3220.1, Guidance and Counseling Services, states, among other things, that "Guidance and counseling services make possible program flexibility so that learning experiences can be geared to each individual's cognitive (intellectual) and affective (emotional) structure."

Comprehensive school counseling programs contribute to the National Education Goals by:

- Coordinating efforts to ensure that all children start school ready to learn.
- Enhancing the likelihood that all students will graduate from high school.
- Helping all students make developmentally-appropriate subject matter choices as they progress through school.
- Providing leadership in the establishment of positive school climates conducive to learning for all children.
- Providing and promoting parent/school partnerships which contribute to the social, emotional and academic growth of all children.

Outcomes

All students do not learn in the same manner nor are they equally prepared to learn as they enter and transition through the educational system. Counselors are uniquely prepared to assist all students, their parents, the educational community and others in their efforts to educate all Oregon students.

Counselors focus on providing services to all students in an effort to help them in learning to learn, learning to live and learning to work.

Careful attention to meeting the needs of <u>all students</u> must be considered when restructuring Guidance and Counseling programs.

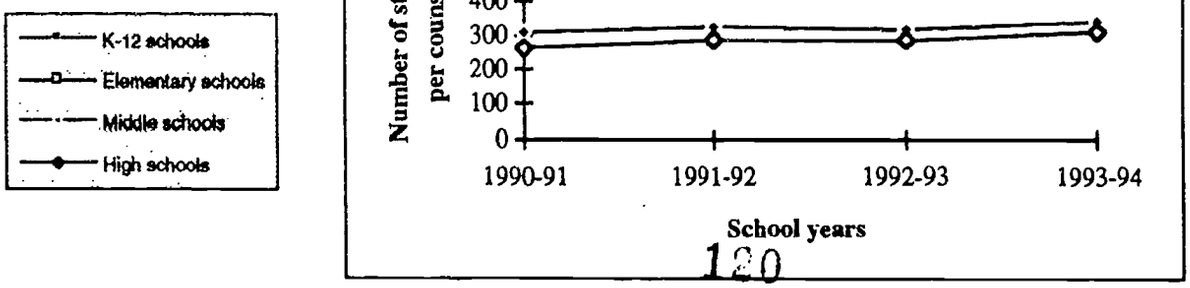
The student population includes all children in grades K-12.

Comprehensive School Counseling Programs

Information regarding the nature of counseling programs in Oregon schools has expanded over the past few years to the point where we have consistent reporting of student/counselor ratios supplemented with data about the functions counselors perform.

The chart, based on data obtained from the annual Fall Report, shows trends related to student/counselor ratios in Oregon schools for school years 1990-91 through 1993-94.

As shown on the chart, the pupil/counselor ratio for K-12 schools has varied more over the past four years than for other school categories. Elementary schools have continued to have the highest number of students per counselor with very little



growth in numbers of students compared with last year. Middle schools represent the lowest increase in number of students per counselor over the past year, and also have the greatest stability in student/counselor ratio overall. At the high school level, the number of students per counselor was relatively unchanged between 1991-92 and 1992-93, with increases recorded in 1991-92 and again in 1993-94. Student/counselor ratios for school year 1993-94 were as follows: K-12 schools, 506.3:1; elementary schools, 569.7:1; middle level schools, 333.6:1 and high schools, 306.4:1.

Future Plans and Issues

Data obtained from a 1993-94 Fall Report survey of schools revealed information regarding the focus of 29 different services and activities provided by school counselors in 1,181 (97.2 %) of Oregon's 1,215 public schools. Services and activities in which counselors reported strong involvement in their schools were (in rank order):

1. Consulting with teachers in this building (87.30%).
2. Assisting students with interpersonal relationships (85.06%).
3. Responding to or reporting potential cases of child abuse (84.62%).
4. Providing one-on-one counseling with students (81.13%).
5. Providing referral of students to social service agencies (78.62%).
6. Helping students make effective transitions in their lives (76.48%).
7. Providing leadership in the development of a school climate in which all children can learn (72.63%).
8. Participating in special education IEP meetings (72.09%).
9. Providing small group counseling for specific needs (70.13%).
10. Coordinating with local social service agencies (62.70 %).

Services and activities in which counselors reported little or no involvement were:

1. Coordinating career development opportunities with the business community (84.43%).
2. Assisting students/professionals involved in teen parent program (78.80%).
3. Administering career interest, aptitude and/or ability tests/surveys (75.94%).
4. Assisting students with career development/career guidance (71.64%).
5. Providing family counseling (68.78%).
6. Providing leadership for activities related to the Oregon Education Act for the 21st Century (67.18%).
7. Being responsible for the development of special education IEPs (66.28%).
8. Providing formal parent education/training (62.79%).
9. Participating in building site council meetings (60.65%).
10. Working to establish integrated social services model in their school (60.19%).

Numerous factors point to an increasingly complex life for school-age children in Oregon.

- More students are living with a single parent who is the sole source of income for the family.
- Parents of students are experiencing job stresses related to Oregon's shifting of jobs from manufacturing to service industries.
- There is increasing violence in our families, schools and cities.
- More students are being born who are physically affected by parents who used drugs.

- More students are being pressured at earlier ages to use drugs and/or become involved in gang activity.
- There is increasing cultural diversity in Oregon schools.
- The number of students enrolled in Oregon schools is expected to reach record levels by the close of the 1990s.
- Students and parents are being expected to adjust to a changing educational structure in Oregon schools.
- School finance issues restrict local school district abilities to provide educational programs at optimum levels.

While school counseling programs are not the only force addressing the complexities described above, services and activities which counselors perform provide valuable assistance to students, staff and parents in dealing with these factors. The ten services and activities that counselors reported a high level of strong involvement in enhance the likelihood that a student's school career will be successful. Efforts are underway statewide to help counselors embrace the tenets of school reform, and many are exploring the establishment of Comprehensive Counseling Programs that help students Learn to Learn, Learn to Work and Learn to Live. In addition, counselors are addressing issues related to student transitions as they progress from early childhood through the middle school years, and the Certificate of Initial Mastery to attainment of the Certificate of Advanced Mastery.

As the educational environment changes due to school reform and other societal factors, school counseling is responding to this change.

Where counseling programs are effectively meeting the needs of a large number of students through collaborative efforts with teachers, other educational personnel and community resources, counseling programs are being retained at the local level even in the face of reduced local resources. Where counselors have worked in isolation from other resources for the benefit of only a small number of students, counseling positions are more likely to be eliminated. Department efforts focus on establishing collaborative counseling programs which help students learn to learn, learn to live, and learn to work.

Career Guidance & Counseling

Purpose of the Program

This program provides technical assistance and staff development activities for counselors, teachers, and administrators K-14.

Counselors at all levels will be central to the successful implementation of the Oregon Educational Act for the 21st Century. They are a unique position to provide critical information to students and parents on the full range of education, training, and employment options. Counselors also are uniquely positioned to provide information and resources to teachers and administrators on career development as a lifelong process that will be addressed throughout the curriculum. Counselors will play significant roles in referral, service coordination, and intervention to assure that all students can be successful, either within the "regular" school system or in one of a variety of alternatives.

Description

These career development programs are delivered by counselors and teachers to all students K-14 through advertised workshops and local site visits. All regions of the state are eligible to attend training sessions. Approximately 480,000 students are served in the K-12 system. It is the goal of this program to have each student exit with a career portfolio which describes the student's education, experience in the community, work-based learning, job shadowing and plans for their next steps after leaving the school system.

This program operates from interagency agreements from the State Employment Division and a Carl Perkins federal grant. The current interagency agreement from the Employment Division is $10,000. Carl Perkins funds a state specialist who serves all schools in Oregon.

Relationship to 21st Century Schools

This program focuses on providing career guidance and counseling which assists students in choosing a career path and eventually Certificate of Advanced Mastery (CAM) endorsement area and education or training in preparation for school-to-work transition.

School reform calls for high performance standards. Traditionally counselors and counseling programs have had the responsibility to monitor student progress between kindergarten and graduation. School reform requires benchmarks at grades 3, 5, and 8. Students will be generating performance data which will be captured in portfolios as they proceed through their educational experiences, and demonstrate their achievement of specific tasks.

Students will be asked to take various interest and aptitude assessments as they move toward the achievement of a Certificate of Initial Mastery (CIM). These assessments will help counselors and teachers provide information to assist students in making informed choices of a career path and CAM endorsement area.

At the national level, Goals 2000 is focusing its efforts toward creating a world-class workforce. Career counseling programs will address the needs of all students, not just the four-year college-bound. School-to-work programs will prepare students for the transition from K-12 education to their next steps, whether they be education institutions, job training programs or employers in an effort to create a high skills, high wage workforce. Career guidance and counseling personnel will integrate to the connection of students to these educational and employment opportunities.

Outcomes

A workshop series entitled "Role of Counselor in School Reform" was conducted at eight sites statewide. There were approximately 400 participants. Workshop materials were processed for 700 requests. Workshop participants identified additional staff development needs which will be the focus of the next workshop series.

Future Plans and Issues

There is a publication being created, entitled "Tools for Career Success for 21st Century Citizens." This document contains reviews of interest, aptitude and maturity instruments. Samples of these instruments will be placed at each Education Service District office with a list of local users for reference.

The purpose of these references is to provide school staff with tools to help students make informed decisions as they move through the CIM to making a choice of a CAM endorsement area. We will be encouraging schools to begin helping students obtain an awareness of the world of work in the early grades and learn a process which enables them to make an informed career path selection when they reach the achievement of the CIM. Students will be encouraged to capture this work in a career portfolio, which will assist them even after they leave the education setting to their next steps.

A school counselor Summer Institute is scheduled for August 7-12. This Institute is designed to assist participants in developing comprehensive counseling processes which include the goals and outcomes of school reform. The implementation strategies and products will be shared statewide in a workshop series beginning in the 1994-95 school year.

The Oregon Department of Education is beginning to develop a statewide guidance and counseling model which will be reviewed by the field and eventually be distributed to all schools K-12.

PEER COUNSELING/HELPING

Purpose of the Program

The Oregon Department of Education's (ODE) support for peer programs was established in 1989 through the Oregon Workforce 2000 legislation which appropriated funds to establish a specialist position to promote the development and implementation of peer programs in Oregon schools.

Peer Programs promote healthy, productive and responsible behavior. They provide opportunities for students to contribute to their schools and communities.

Peer programs include: peer helping, peer counseling, peer tutoring, student support groups, peer mediation and conflict resolution, cross-age teaching, big brother/big sister programs, community service projects and student clubs that promote healthy activities.

Description

The ODE program identifies existing programs, activities and model practices. It assists schools and districts in starting new programs and modifying and evaluating existing programs. The program works closely with the Oregon Peer Helpers Association, the Northwest Regional Educational Laboratory and the National Peer Helpers Association to provide training and curriculum materials and technical assistance to staff in Oregon schools. Training and assistance is provided at building, district, regional and state levels.

The program provides training and technical assistance to staff in all Oregon public schools. Students from all grade levels, all cultural backgrounds and all geographic areas participate in and receive assistance from peer programs. There are over 500 identified peer programs in Oregon schools. More than one-half of these programs have received direct assistance from the program.

School personnel, community service personnel and volunteers provide leadership to students who participate in peer programs. An education specialist at ODE provides and coordinates training, technical assistance and up-to-date information on research and curriculum to requesting schools and districts.

The specialist position at the ODE is currently funded by U.S. Department of Education Drug-Free Schools and Communities monies to support these programs.

There are no general funds available to schools through this program. One-half of this specialist position is devoted to peer counseling/helping and other alcohol and drug prevention activities.

Peer programs will be promoted as an essential element in school restructuring and the 21st Century Schools Reform program.

Relationship to 21st Century Schools

Peer programs support the development of foundation skills necessary to achieve the CIM. Specific skills addressed include:

(a) critical thinking/problem-solving;
(b) communication (emphasis on active listening); and
(c) collaboration.

Core applications for living are also addressed, including:

(a) understanding diversity; and
(b) promoting positive health habits.

Oregon Benchmarks addressed by peer programs include:

(a) reduction of teen pregnancy;
(b) success in school;
(c) increase percentage of students free of involvement with alcohol, tobacco, and other drugs;
(d) reduction in percentage of students with sexually transmitted diseases;
(e) reduction in percentage of students who carry weapons to school; and
(f) increase in percentage of schools that have conflict resolution curriculum.

The program targets National Education Goal #7, "Every school in America will be free of drugs, alcohol and violence, and will offer a disciplined environment conducive to learning." Research shows that peer-based programs are effective in reducing the use and abuse of alcohol and other drugs. Conflict resolution programs, according to research, reduce violence in schools.

Outcomes

The number of peer programs in schools has increased. The number of students participating in peer programs has increased. Schools that evaluate peer mediation programs report a decrease in violent conflicts. Students who receive peer tutoring improve academically.

Future Plans and Issues

Major issues addressed are:

- incorporating peer programs into school reform efforts;
- connecting with students who are at risk of dropping out;

- responding to issues of violence in schools;
- expanding service learning opportunities; and
- providing developmentally-appropriate training and support to student peer helpers.

OTHER STUDENT SERVICES

- Student Records Management
- Student Recognition Programs
- Student Conduct & Discipline
- Co-Curricular Student Activities

Purpose of the Program

Department personnel assist local school administrators, teachers and other educators in carrying out program activities in each of the four areas. Technical assistance is provided in an organized and responsive manner. Department personnel also respond to inquiries in each of the four areas from local patrons including students, parents and other student advocates.

Approximately 1,300 persons attended Student Records Management workshops offered statewide on a county-by-county or multiple-county basis. Seven of the 18 workshops were provided in cooperation with the Oregon Department of Education (ODE), Office of Special Education. Other countywide workshops were presented in cooperation with local Education Service Districts (ESDs).

Service provided in the area of Student Conduct and Discipline revolves around increasing communication and understanding between school personnel and disgruntled local patrons. This problem-solving activity is a time consuming, important, function performed by the Office of Student Services. It reinforces the feeling that state government cares for the individual person.

In the area of Student Recognition Programs, ODE personnel coordinated grant application procedures for the U.S. Office of Education (USOE) Robert Byrd Scholarship and the National Science Scholars Program. In addition, ODE personnel solicited participation from student leaders for the William Randolph Hearst Senate Youth Program and participated in judging for the KATU/Tom McCall Great Kids program. Approximately $122,000 was distributed to 80 Byrd recipients through procedures jointly developed and administered by the Office of Student Services and the State Scholarship Commission. More than 150 high school seniors applied for the $35,000 offered through the USOE National Science Scholars Program and awarded two recipients for each of Oregon's five Congressional districts. Nearly 125 elected student leaders competed for $7,000 in scholarships and two all-expense paid trips to our nation's capitol awarded by the William Randolph Hearst Foundation and the Oregon Association of Student Councils. Over 125 students from all school age levels were nominated for the KATU/Tom McCall Great Kids program, with 11 receiving award finalist recognition.

Co-Curricular Student Activities services provided by the Office of Student Services tend to be focused on individual questions posed by local school personnel or local patrons regarding the nature and value of specific activity programs. Questions run the gamut of activities from Boys State and Girls State, to student exchange programs and the YMCA Youth Legislature. In some

instances, specific program coordination is provided, as was the case with the 1992 Mock Election. The Office of Student Services worked in collaboration with the League of Women Voters, the Secretary of State, the Oregon Association of Student Councils and the County Clerks' Association to provide a statewide mock election that drew nearly 40,000 secondary school student participants.

Description

Student Records Management addresses policies and procedures related to the creation, use, access, custody and disclosure of student education records in Oregon schools. A major revision of administrative rules relative to student education records was accomplished during school year 1993-94 as a result of HB2062, which was passed in the 1993 Legislature.

ORS 326.565 states that the State Board of Education shall adopt administrative rules relating to student education records. OARs 581-21-210 through 440 specify the content of those rules. OAR 581-22-717 requires local districts to maintain education records according to the provisions of OAR 581-21-210 through 440. State Board policy 5500 states that "The State Superintendent shall assist local districts in implementing the provisions of statutes and rules which pertain to student records."

Student Conduct and Discipline activities focus on responding to concerns local patrons have related to specific student behaviors, and local district responses to those behaviors.

Numerous provisions in ORS 339 are the basis for involvement in this area, including, but not limited to School Attendance; Admission; and Discipline. In addition, ORS 332.061 focuses on hearings to expel minor students. Also, OARs 581-21-050, 055, 060, 070, 071, and 075 address the issue of student conduct and discipline. Additionally, Board Policy 5200 speaks to student rights and responsibilities.

Student Recognition Programs coordinated and/or supported were the Robert Byrd Scholarship, the National Science Scholars Program, the William Randolph Hearst Foundation Senate Youth Program and the KATU/Tom McCall Great Kids award program.

Students need connection and positive role models.

No state statutes or rules exist mandating involvement in the student recognition programs described above. Federal requirements mandate state involvement in the Byrd Scholarship Program and the National Science Scholars Program. The Hearst program is generously funded nationally through resources provided by the William Randolph Hearst Foundation. The KATU/Tom McCall Great Kids program is supported by KATU.

Co-Curricular Student Activities involvement includes support and technical assistance to local school personnel and local patrons regarding a wide array of state and national programs including but not limited to Boys State, Girls State, YMCA Youth Legislature, Oregon Association of Student Councils, the Hugh O'Brian Youth Leadership Foundation, numerous student exchange organizations and a statewide mock election.

The Oregon Educational Act for the 21st Century made numerous references to outcomes often attributed to student involvement in co-curricular student activities. Students who are significantly involved in co-curricular activities frequently demonstrate the foundation skills of thinking, self-directed learning, communication, use of technology, quantification, and collaboration. OAR 581-21-200

identifies Student Activities as one of seven major components of a standard education for Oregon students. Oregon Quality of Life Benchmarks 64-69, Sense of Community, also relate to the teamwork, connection, and cooperation often identified with significant involvement in co-curricular student activities.

School personnel and local patrons have continuous access to assistance with and/or program participation in each of the four functions described above. The student population includes children in all grades, K-12.

These four functions are supported by .30 FTE of state general funds. The Hearst Foundation provides $1,000 each year to assist in the administration of its scholarship program.

Relationship to 21st Century Schools

Basic to the Oregon Educational Act for the 21st Century was a belief that "education is a major civilizing influence on the development of a humane, responsible, and informed citizenry. . ." (Sec. 1b). Each of the four functions described above supports this belief. In addition, student conduct problem-solving supports the concept of forming effective school/parent partnerships and increasing parent involvement. Student recognition programs generally support the concept of providing and rewarding excellence. Additionally, co-curricular student activities provide opportunities for students to exhibit the capacity to learn, think, reason, retrieve information, and work effectively alone and in groups while also promoting the attitudes and skills necessary for democratic citizenship.

Functions in this area support the national goals related to "exercising the rights and responsibilities of citizenship" and increasing "parental involvement and participation in promoting the social, emotional, and academic growth of children." State responses to the four areas identified above are provided by an Education Program Specialist.

Outcomes

Where effective staff development occurs, requests for assistance in the areas of student records management and student conduct and discipline will decrease. Where effective program development occurs, the number of students receiving recognition and involvement in co-curricular student activities will increase.

Future Plans and Issues

Student Records Management—Staff training related to new administrative rules in this area needs to continue. Procedures related to notifying parents and eligible students regarding transfer of records need to be modified.

Student Conduct and Discipline—Efforts need to be increased to forge effective partnerships between school personnel and parents in an effort to foster increasingly responsible behavior on the part of students.

Student Recognition Programs—Policy decisions need to be made regarding state level support for student recognition programs.

Co-Curricular Student Activities—Continuing efforts must be made to provide a comprehensive array of co-curricular activities on an equitable basis statewide.

HEALTH SERVICES

Purpose of the Program

Health services in Oregon schools encompass a wide variety of services ranging from monitoring immunization status of students entering Oregon's schools through attention to childhood illnesses and adolescent adjustments to conducting sports physicals and providing information and support to teen parents. At all grade levels, health services focus on prevention in an effort to help students be physically capable of taking full advantage of the education citizens of Oregon are providing them as students. As protection for students faced with a need for emergency health services, Oregon schools are required by state standards to provide one staff member who holds a current, recognized first-aid card for every 60 students in each school. Generally, referrals for health services are handled by school secretaries. A 1991 statewide survey found that 35.1 percent of Oregon schools reported having no school nurse services, 44.3 percent had school nurse services for 1-8 hours per week, with 17.4 percent of the schools reporting school nurse services ranging between 9-40 hours per week. Informal information indicates that the extent of school nursing services is declining, except in locations where school-based health clinics have been established. Currently, 17 of those exist around the state with an expectation that the 1995 Legislature will be asked to nearly double the number of school-based health clinics in the next biennium.

OAR 581-21-200, Standard Education for Oregon Students, identifies Health Services as one of five Support Services Necessary to Provide a Standard Education for Oregon Students (Sec. (7)(a)(C)).

OAR 581-22-705, Health Services, as part of Standards for Elementary and Secondary Schools, lists the following elements:

- a prevention-oriented health services program for all students;
- infectious disease control procedures for students;
- criteria for hiring of school nurses;
- criteria for first-aid services; and
- infectious disease control procedures for staff.

Board Policy 3220.2, Health Services, states, "A school health services program is necessary to protect and improve the health of the school-age child."

Description

The Oregon Department of Education, Office of Student Services, provides technical assistance to local school personnel in the area of health services by responding to questions from local district personnel and local patrons regarding procedures related to the administration of medications by school personnel, first-aid training requirements, emergency health services, health records, health screening, and student immunization.

Technical assistance is provided on an "on-call" basis. Assistance is also provided to organizations that are assisting school nurses and/or other school personnel. This has included collaborative efforts with the Oregon Board of Nursing, the Oregon Health Department, the Oregon Occupational Safety and Health Administration office, Oregon Public Broadcasting's statewide immunization clinic project, and the Oregon School Nurses Association.

Students need to be healthy to learn. When students' basic physiological needs are not being met, they will have more difficulty concentrating on higher levels

of needs, such as learning. Section 4a(5) of the Oregon Education Act for the 21st Century focuses on providing "systems [that are] comprehensive in nature with the flexibility to identify and address the most urgent needs in a timely manner, including health. . .". In addition, the Certificate of Initial Mastery (CIM) Core Applications for Living indicate that a student will demonstrate the ability to "understand positive health habits. . .".

The National Education Goals for the Year 2000 seek to achieve schools where "All children will start school ready to learn." This includes being physically able and healthy enough to learn.

Health services for Oregon youth vary considerably from one geographic area to another. Some students have the benefit of a fully-equipped, well-staffed, school-based health clinic while others have barely enough first-aid trained staff to provide adequate emergency services. This geographic inequity needs to be addressed.

School health services serve each student who has emergency health needs. Depending on resources available locally, students who have non-emergency health care needs are also assisted. Students who are declared "Other Health Impaired" receive special services through the Individuals with Disabilities Education Act (IDEA). The student population served includes all children in grades K-12.

A wide range of individuals provide emergency health services for Oregon's school children. The most common person who provides this service is the school secretary, followed by a school nurse (if there is one), a school administrator, a school teacher, and other school personnel.

If a student is identified as eligible for IDEA support, health services that are necessary to help the student learn are paid from IDEA funds. Students who are not IDEA-eligible do not receive IDEA support. School-based health clinics are variously funded through combinations of local, county, and/or state funds, with the possibility that additional funding may come from the Robert Wood Johnson Foundation.

State money is available or not available to fund health services for students, depending on criteria established and services provided as described earlier.

No information is available about the money needed to support health services for students not eligible for IDEA since this service is provided by employees as another part of their regular assignments. Costs for students who are IDEA eligible are reported by the Office of Special Education.

General fund money supports .05 FTE of a state specialist's position who responds to health services concerns in Oregon schools.

Relationship to 21st Century Schools

Health services support children's readiness to learn. They should be accessible and relate to the goal of integrated service systems referenced in 21st Century Schools. The provision of health services, including school health clinics, involves partnerships with local public and private partners from health and mental health disciplines.

Outcomes

Efforts to increase the rate of students entering school with appropriate immunization have paid off. School personnel and parents are more aware of the need

to provide effective prevention through required immunizations. The number of outbreaks of communicable disease has been reduced. The number of school-based health clinics and the number of students accessing them has increased.

Future Plans and Issues

The ODE is working with the Department of Human Resources, Health Division, on a Robert Wood Johnson Foundation grant to create models in Oregon's school-based health clinics to serve K-12 students and to involve their families.

TEEN PARENT AND CHILD DEVELOPMENT PROGRAM

Purpose of the Program

The purpose of this program is to expand the capability of schools to meet the needs of student parents and also to prepare students for parenting roles and for careers focusing on the development of young children. Services are provided to pregnant and parenting teens and for their infants, which include on-site child care in the school and a full range of education services which are designed to keep these students in school and help them become independent self-sufficient adults.

The program also establishes child development centers serving children from the community 2-5 years. Both programs include a focus on the developmental stages of young children and include practical experience in child care.

These programs are authorized under ORS 329.385 to 329.425. Funds are provided to local school districts through incentive grants to develop, support, and expand programs for pregnant and parenting teens and programs in child development.

Description

Programs provide educational and support services for parenting students and child care for their infants, as well as child care for children 2-5 years old. In addition, students are given instruction in child development and direct, supervised contact in the child care centers for developing skills and experience for becoming parents or first steps for careers in child care services.

Over 400 pregnant and parenting students were served and over 600 children, ages birth-5, were provided with child care.

In Oregon, it is estimated that 7,500-8,000 teenagers become pregnant each year. Many become parents during their school age years. Most of these teenage parents are out of school and out of work and caught in a cycle of poverty, illiteracy, and welfare. Many of them are victims of abuse and their children may become victims as well.

These programs are designed to reduce pregnancy and provide a full range of educational support services to these pregnant and parenting students so they may gain the skills to become independent self-sufficient adults.

In these funded programs, over 400 pregnant and parenting students were served and over 600 children, ages birth-5, were provided with child care. In addition, more than 1,000 students received instruction on child development and parenthood education.

Grants were awarded to school districts in the 1993-95 biennium under ORS 329.395-329.425. The following programs received start-up grants:

Teen Parent/Child Development Funded Programs, 1993-94
Year 1 Teen Parent Programs

Funded District	Site
Bethel School District	Willamette High School
Grants Pass School District	Grants Pass High School
Greater Albany Public Schools	West Albany High School
McMinnville School District	McMinnville High School
Medford School District	North Medford High School
	South Medford High School
Newberg School District	Newberg High School
Portland School District	Madison High School
South Umpqua School District	South Umpqua High School
Woodburn School District	Woodburn High School

Child Development Programs

Funded District	Site
Gaston School District	Gaston High School
Greater Albany Public Schools	South Albany High School
Josephine County School District	Illinois Valley High School
Klamath County School District	Henley High School
McMinnville School District	McMinnville High School
Newberg School District	Newberg High School
Oregon City School District	Oregon City High School
Springfield School District	Springfield High School
Salem-Keizer School District	North Salem High School
	Thurston High School

Teen Parent/Child Development Funded Programs, 1994-95
Year 2 Teen Parent Programs

Funded District	Site
David Douglas School District	David Douglas High School
Douglas County School District	Roseburg High School
Hermiston School District	Hermiston High School
Josephine County School District	Illinois Valley High School
Junction City School District	Junction City High School
North Clackamas School District	Sabin Skills Center
Stanfield School District	Stanfield High School
Union Education Service District	Union ESD Alternative School

Child Development Programs

Beaverton School District	Westview High School
David Douglas School District	David Douglas High School
Glendale School District	Glendale-Azalea Skills Center
Grants Pass School District	Grants Pass High School
Redmond School District	Redmond High School

Relationship to 21st Century Schools

Under the National Educational Goals by the year 2000, "All children will start school ready to learn." Under these programs, children of student parents and other children in the community would participate in a program which has a defined curriculum and objectives to help children meet this goal.

Both the teen parent and child development programs fit within the top priority of the State Board of Education and the Superintendent of Public Instruction on early childhood education. These programs provide a service to young children which helps to prepare them with the skills necessary to begin school ready to learn.

These programs also provide teen parents with the educational support and skills training to prepare them to make the transition from school to work or from high school to further education. The students are also better prepared for being parents or, in some cases, to pursue a career in child care services.

This program has been funded with a mix of federal child care block grant dollars and state general funds. General fund dollars may not be available next year.

About 85 percent of teen parents receiving public assistance in Oregon are enrolled in school or completing a General Education Degree.

Outcomes

Increased numbers of teen parents are enrolled in school. As an incentive to stay in school, public assistance has been tied to school enrollment. The availability of quality on-site child care plays a significant role in school attendance. About 85 percent of teen parents receiving public assistance in Oregon are enrolled in school or completing a General Education Degree. This state rate is one of the highest in the country.

There is expanded availability of quality child care for young children. High school students are receiving training and experience in child development.

Future Plans and Issues

School districts face major issues around the provision of child care and the provision of transportation to meet the needs of parenting teens and their children.

- Interagency coordination and collaboration efforts must expand to serve pregnant and parenting teens.
- Career development information and training opportunities are needed.
- Parenting skills training is essential to promote the healthy development of young children.
- Quality training for early childhood care providers is needed.

RESIDENTIAL YOUTH CARE CENTER PROGRAM

Purpose of the Program

This program serves students in Residential Youth Care Centers (RYCC) operated by a private agency as defined in ORS 420.855. The program provides for school districts where the RYCCs are located to develop and implement an educational plan for the children in the RYCC in consultation with the director of the center.

The purpose is to enhance the education of delinquent youth in the RYCCs that are not eligible for special education services.

The education plan developed after consultation with the RYCC is submitted to the Oregon Department of Education (ODE) annually.

Residential Programs serve approximately 400 youth in the following youth care centers.

Lithia Springs School
Albany Youth Care Center
J Bar J Boys Ranch
Meadowlark Manor
Parrott Creek Ranch
Belloni Ranch
Turning Point Girls' Center
Hawthorne Manor
Tri-Center Program
Oregon Social Learning Center
Stepping Stone Lodge
The Next Door
Haag Home for Boys
Klamath-Lake Co. Youth Ranch
Rainbow Lodge
Youthworks
Chehalem House
Inn Home for Boys
Youth Adventures
Homestead Youth Lodge
Morrison Center Breakthrough
Out Front House
Boys & Girls Aid Society of OR
Alfred Yaun Youth Care Center
Youth Progress Association
Mid-Valley Adolescent Center
Youth Guidance Association
Cordero Residential Treatment Center

This program is established in ORS 336.580 and operational in OAR 581-15-505.

Description

The program provides services that are identified by the districts in cooperation with the RYCC directors that will assist the youth in the centers to be successful in their education programs. Some of the services include classroom aids, youth center-to-school transition, computers, and after-school education services.

Youth eligible for this program are those delinquent, school-age youth assigned to youth centers by the state that are not identified to receive special education services.

The services identified in the education plan are provided in a cooperative effort by the RYCC and the district.

Funds for this program come from the state school fund allocation to the district wherein the RYCC is located.

Relationship to 21st Century Schools

This program participates in the Oregon Education Act for the 21st Century by providing alternative learning options/environments and integrated social services for youth who are not making successful progress toward attaining the Certificate of Initial Mastery (CIM) and the Certificate of Advanced Mastery (CAM).

This program addresses the National Goals for High School Completion and Student Achievement and Citizenship.

The RYCC program focuses on the Oregon Benchmarks through activities that address teen pregnancy, drug-free teens, job skill preparation, crime reduction, developing basic skills, increasing the percentage of high school students enrolled in professional technical education and work experience, and increasing the high school graduation rate.

Outcomes

OAR 581-15-505 requires districts and RYCCs to develop a plan and submit it to the ODE annually. A final report is due at the ODE on or before June 30 each year to evaluate if the goals were achieved.

The program provides a coordinated education program for delinquent youth designed by the local school district and the RYCC staff, facilitating a successful transition back into public education.

If behavior problems occur, this program provides services for the student's educational program to continue. An example is the intervention of trained staff to create an educational environment appropriate for the needs of the student. Educational school liaisons that work with both the classroom staff and center staff is another example of services provided.

Future Plans and Issues

The 1993 Legislative Session discontinued the grant-in-aid program for the targeted 400 youth in statewide RYCCs. The grant-in-aid program was replaced with an additional .25 share of state school fund FTE for those students identified as "neglected and delinquent" on the district's Chapter 1 count. This increased the per-student amount from $500 per FTE in the previous grant-in-aid program to approximately $1,000 per FTE from the current state school fund. The major policy and program issue is to determine if the additional funds are being used to enhance the educational program for students enrolled in RYCCs. There is a need for increased monitoring and technical assistance to ensure program plans are implemented in compliance with the Oregon Education Act for the 21st Century, Oregon Alternative Education Law, and Oregon Administrative Rules.

STUDENT ACCOUNTING SYSTEM

Purpose of the Program

The purpose of this system is to provide school districts with management tools for assessing which students are dropouts and why they drop out. Reports are generated at the school, district, county and state level.

Efforts to quantify dropout rates in Oregon have suffered due to the lack of a reporting system which could collect consistent information about students who drop out of school.

The Student Accounting System supplies a wide range of information about students who drop out of high school.

The reporting system that produces the portrait of Oregon's high school dropouts is significant in four respects. First, schools now have consistent definitions of early school leavers and school dropouts with which to monitor their students' success in completing high school. Second, annual dropout reports are produced at the school, district, county and state levels. Third, the Student Accounting System supplies a wide range of information about students who drop out of high school, which confirms some of the conventional wisdom concerning dropouts, and in other respects, raises new challenges for schools and the state. Finally, state, county and local policymakers have a better tool with which to measure the effectiveness of different approaches for reducing the dropout rate over the next several years.

Description

The Student Accounting System became effective on July 1, 1988, and requires that school districts report information about students who are identified as dropouts (ORS 339.505-339.520 and OAR 581-23-006).

The report provides a measure for progress to meet Oregon's Educational Act for the 21st Century, HB3565, Sec. (2), (20), and (21); and Oregon school districts are required to report to the ODE those students in grades 7-12 who are identified

A dropout is a student who withdraws from school without receiving a high school diploma or alternative award.

as dropouts, as defined in statute (ORS 339.505). Briefly, a dropout is a student who withdraws from school without receiving a high school diploma or alternative award. A variety of information is provided on each student; this makes it possible to describe dropouts with respect to several characteristics.

The ODE summarizes these reports on dropouts in grades 9-12 at the school, district, county and state levels. The 1992-93 report is the fifth annual summary of dropout rates and characteristics.

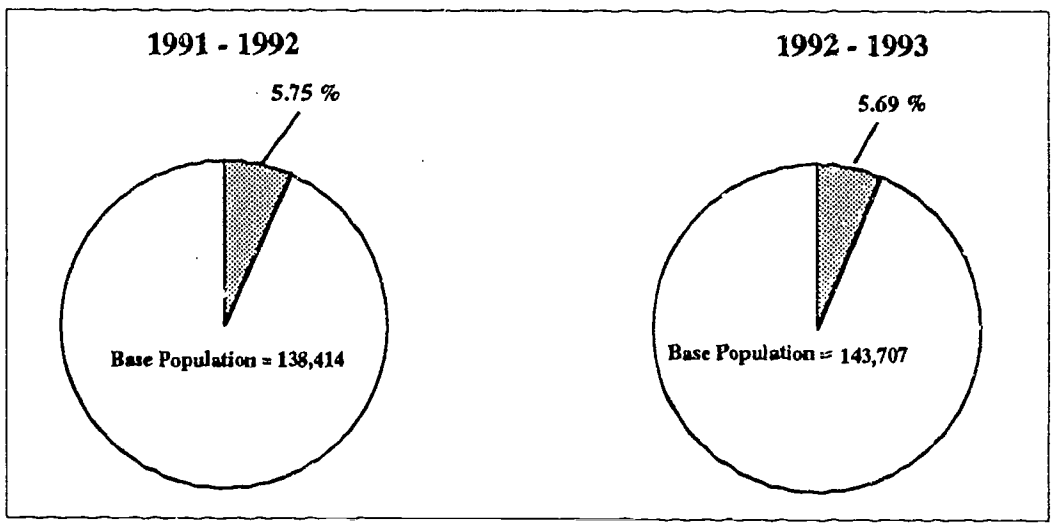
Relationship to 21st Century Schools

This report provides a measure for progress in meeting the goals of Oregon's Education Act for the 21st Century. It also is a measure for progress toward meeting Oregon's Benchmark on increasing the high school graduation rate, as well as the National Education Goal for increasing high school completion rates.

Outcomes

By June 30, 1993, a total of 8,176 high school students dropped out of school in the preceding 12 months.

Annual High School Dropout Rate



As of October 1, 1992, a total of 143,707 students were enrolled in Oregon's public schools, grades 9-12. These students constitute the base population used to calculate the annual dropout rate.

The number of dropouts (8,176) divided by the base population (143,707) yields a statewide dropout rate of 5.69 percent for the 1992-93 reporting period (see chart at top-right). In comparison, the dropout rate for the 1991-92 reporting period was 5.75 percent (see chart above, left).

Using a method developed by the National Center for Education Statistics, it is possible to compute a "synthetic" four-year dropout rate, using the data from a single year. This method is based on finding the percentage of students in each grade, 9-12, who do not drop out. These four percentages are multiplied together, and when the result is subtracted from 1, a four-year dropout rate is obtained for a hypothetical cohort of students.

In summary, the statewide annual dropout rate improved slightly, dropping to 5.69 percent for 1992-93, from 5.75 percent in the previous year. This continues a downward trend in Oregon's dropout rate, observed since reporting began.

Additional findings include:

- A dropout rate for Hispanic students that is more than double the overall statewide rate.
- A reduction in the dropout rate for Blacks.
- A higher likelihood of dropping out of larger high schools.
- A significant deficiency in credits, with only 17 percent of dropouts having enough credits to graduate on schedule.
- A high proportion of dropouts (38%) were enrolled in the school district one year or less.
- A higher likelihood of dropping out in early fall (most of whom are "no shows" from the previous term).
- Reasons for leaving most often cited by school personnel include nonattendance, academic problems, substance abuse and unstable home situation.

Future Plans and Issues

The reporting procedure has shown improvement during the past several years. In November, 1993, the Legislative Fiscal Office audited the report and concluded that the dropout report is reliable and the statewide average computed by the Department of Education should be used as a benchmark for evaluating future changes in the Oregon dropout rate.

The ODE hopes to assist districts in moving toward an electronic reporting system over the next few years.

HOME SCHOOLING

The Home Schooling program ensures that parents who choose this alternative fulfill the responsibility that their children are making reasonable progress toward the acquisition of knowledge and skills needed.

Purpose of the Program

Oregon law provides an exemption from compulsory school attendance for children to be taught for a period equivalent to that required of children attending public schools by a parent or private teacher. Since 1985, guidelines and standards have been implemented and currently operated the Home-Schooling program.

This program ensures that parents who choose this alternative fulfill the responsibility to society to demonstrate periodically, through statutorily-established procedures, that their children are making reasonable progress toward acquisition of the knowledge and skills needed for responsible adult citizenship.

The Home-Schooling program is established in ORS 339.030(3), ORS 339.035, and ORS 339.460, and operational in OAR 581-21-026, 027,028, and 033.

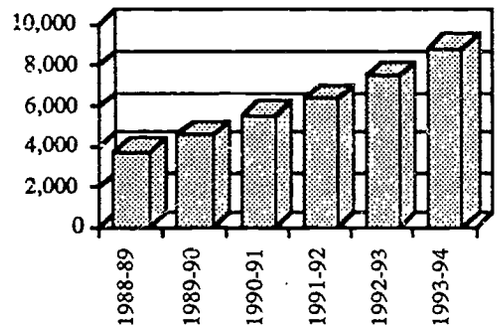
Description

The Oregon Department of Education (ODE) develops Oregon Administrative Rules (OARs), maintains a list of qualified testers for home-schooled students, collects and publishes home-school data, and provides technical assistance to Education Service Districts (ESDs) and county units who register and monitor

home-schooled students. Technical assistance is also provided to parents with home-schooling issues.

Children between ages 7 and 18 are served by this program. The following tables show the home-school enrollment by year, age and percentiles:

HOME SCHOOL ENROLLMENT BY YEAR

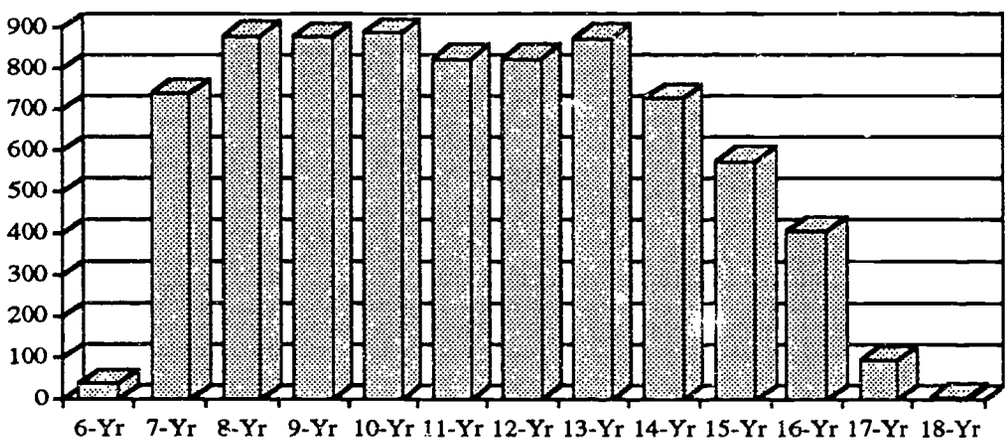


Relationship to 21st Century Schools

The Oregon Education Act for the 21st Century establishes in ORS 329.465 Certificate of Initial Mastery (CIM), that the "Oregon Department of Education shall accommodate...students taught by a parent or private teachers pursuant to ORS 339.035." This program will have to address what is meant by "accommodate" and develop procedures for students taught by a parent or private teacher to have access to getting the CIM.

This program is supported in Board Policy 3620, *Nonpublic Education/Home and Private Schools.*

HOME SCHOOL ENROLLMENT BY AGE



Outcomes

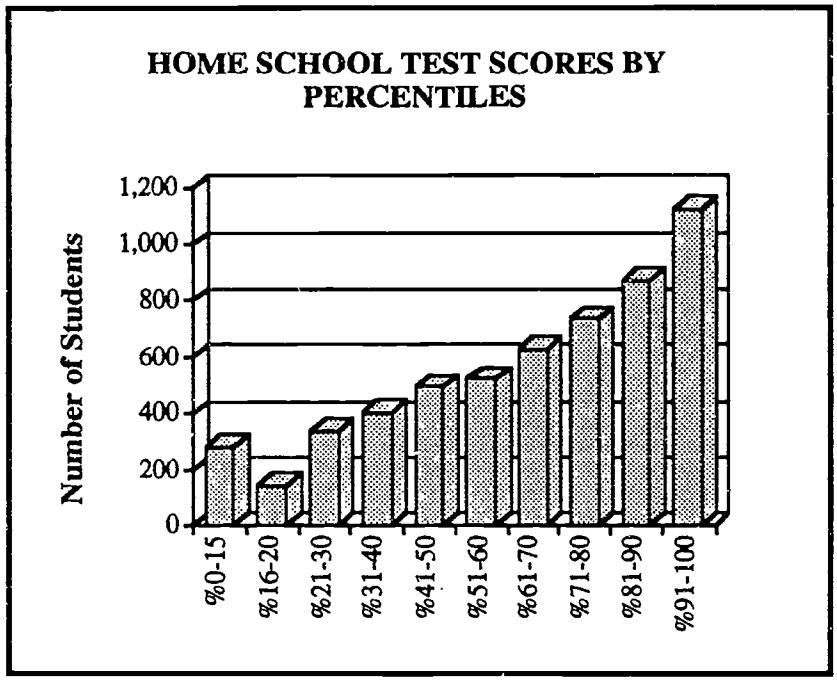
ODE staff meet with ESD and County Unit staff annually to review the home-school program and evaluate consistent operation statewide. As a result, a technical assistance manual *"Oregon Guidelines for Home-Schooling"* was developed by the ODE to assist in a common interpretation of home-schooling laws and administrative rules.

In addition, at the annual meeting, local ESD and County Unit staff have opportunity to collaborate on issues that arise which has lead to consistent procedures used by the ESDs and Count Units in monitoring and operating home-schooling in Oregon.

Future Plans and Issues

The major issue for this program is to develop procedures for the accommodation of students taught by a parent or private teacher to get the CIM as mandated in the Oregon Education Act for the 21st Century. Additional staff time and resources will be required to accomplish this task.

Also, with the rapid growth in home-schooled children in Oregon, ODE staff will need to support Board Policy 3620 to assist local school districts in cooperative programs when such cooperation is constitutional and will not detract from the effectiveness of local school programs, especially those needed services for students with disabilities.



ALTERNATIVE LEARNING ENVIRONMENTS

Purpose of the Program

This program provides for districts to develop alternative education/environments for those students who are not succeeding in their education curriculum because of erratic attendance or behavior problems and who are not identified eligible for special education, and who are not making satisfactory progress toward the benchmarks at 3, 5, 8, and 10, the Certificate of Initial Mastery (CIM) and the Certificate of Advanced Mastery (CAM).

The alternative education/environments program is established in ORS 329.465(5), ORS 329.485(4), ORS 329.860, ORS 336.615-.635 and ORS 339.250(6).

Description

The Oregon Department of Education (ODE) provides/assists school districts and education service districts through on-site visits, workshops, and interpretation and operation of laws that govern alternative programs/environments. The program also provides technical assistance to students and their parents who are seeking alternative education/environments.

Students eligible for the services of this program are those not succeeding because of erratic attendance and severe behavior problems, students not making satisfactory progress toward the benchmarks at 3, 5, 8 and 10, the CIM, CAM and any student whose professional technical interest and needs can best be met by enrollment in an alternative program.

These services are provided by public programs, private programs registered with the ODE and community college programs.

Students eligible for alternative learning services are those not succeeding in school because of erratic attendance and severe behavior problems.

The state school fund, grant-in-aid provided in SB81, community college, JTPA and other private funds currently support alternative education/environment programs statewide.

Relationship to 21st Century Schools

The Oregon Education Act for the 21st Century provides for districts to submit a plan on or before January 1, 1995, that includes options for students to achieve the CIM through alternative educational programs, including but not limited to, those offered at Learning Centers. This program supports districts in the development of this plan and also in the development of alternative environments for students who are not making satisfactory progress toward the benchmarks at 3, 5, 8, and 10, the CIM and CAM.

This program is supported in Board Policy 3830.2, Alternative Education.

The national goals addressed by this program are High School Completion, Student Achievement and Citizenship, and Safe, Disciplined and Drug-Free Schools.

This program focuses on Oregon Benchmarks that address increasing the high school graduation rate, academic achievement, increasing the percentage of high school students enrolled in professional technical education and work experience, drug-free teens, teen pregnancy reduction and job skill preparation.

Outcomes

Currently there are 330 alternative programs that reported serving approximately 30,000 school-age students.

Three regional alternative learning opportunity grants were awarded in January, 1994 to develop alternative education programs in workforce quality regions 4, 7, and 8. These regions include Linn, Benton, Lincoln, Coos, Curry, Jackson, and Josephine Counties. These outcome-based projects are projected to serve 3,000 school-age students by July 1, 1995, in the following areas:

- re-entry to the educational system;
- acquiring a high school diploma;
- acquiring CIM outcomes;
- enrollment in professional technical education, meeting CAM outcomes;
- receiving needed support services;
- participating in work-based learning experiences;
- using the community as a learning environment;
- School-To-School Transition agreements; and
- School-To-Work Transition agreements.

The regional projects are coordinated with local school districts, community colleges, education service districts, private alternative education programs and workforce quality councils.

Future Plans and Issues

Major policy and program issues to be addressed are providing districts with program models and technical assistance to meet the plan timeline in the Oregon Education Act for the 21st Century and developing regional alternative opportunities to serve smaller districts.

Section III
Special Projects/Studies

TRAUMATIC BRAIN INJURY

Purpose of the Program

The Oregon Administrative Rules define traumatic brain injury (TBI) as "an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial performance. The term includes open or closed head injuries resulting in impairments in one or more areas including cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma."

In response to the addition in 1991 of TBI as a separate category, the Office of Special Education initiated a program to provide information and training to school districts and education service districts to assist them as they deliver services to students with TBI. This program has continued since 1991 through activities that provide technical assistance and information to meet the unique needs of this population.

Students with traumatic brain injury have always been served in Oregon public schools. Through more information about the nature of the disabling condition these services have improved. This particular disability is puzzling to educators and parents because of the "hidden" problems that students with TBI may present. In some areas the student may be functioning at or near their same-age peers while in other academic or social areas they may be severely deficient. This mismatch of abilities can be confusing and create difficulties defining realistic expectations.

Recovery from TBI is a process that is unique. Information about the recovery and long-term effects of TBI are needed so that the educational program is flexible and allows for change in the student to take place.

Description

As of December 1, 1993, 124 children in the state of Oregon were identified as having traumatic brain injury. Included in this number are 104 students between the ages of six and seventeen. These are some of the most intensive educational years in a child's life. Eleven children between the ages of three and six are identified as TBI. These are the formative years when a child is starting the important educational process.

The Office of Special Education provides information through a variety of means including books and tapes in the state TBI library. An Ed-Net series presented this year focused on assessment to determine educational needs. In addition, a collaborative project with Teaching Research Division of Western Oregon State College is in progress to establish teams of educators with more in-depth information to share with colleagues in their area.

Relationship to 21st Century Schools

Effort is provided through information concerning TBI to school districts and education service districts so they may educate children in an environment that allows for maximum growth to their potential. Students with TBI will be able to achieve competence toward their certificate of initial or advanced mastery within the regular educational community. Information to alternative learning environ-

ments can further modify programs for students unable to reach mastery levels. Employment and independent living will be achieved through this process.

Outcomes

Students may be in the educational system for many years after an injury is acquired.

The long-term goal is the employability of that student. Bill is not an exception to this process. He received a traumatic head injury when he was six years old. He is now 17 and a junior in high school. He has been able to attend school with some assistance from special services. He continues to experience his greatest difficulties in judgement skills. This has a particular impact on his vocational abilities. At times he tests authoritative limits. In other situations, he will be involved in activities that are outside his physical or cognitive capabilities and be unaware of limitations. His school team has been working to identify the specific limitations and hazards for Bill so he may compensate or restrict himself to safe limits. Information to team members from the state TBI library and state resource person have helped in this process.

Future Plans and Issues

Resources through information to educators and families continue to be needed to meet the unique needs of students with TBI. Assistance to continue training and support for the teams that are being formed across the state will be needed in the next few years. A needs assessment will be conducted to determine what information is the most critical for the future. Training efforts will be directed by the needs identified in the schools.

VERY SPECIAL ARTS

Educational research has proven that music improves mathematical ability, drama encourages communication and interaction and writing increases verbal skills and powers of concentration.

Purpose of the Program

Dance, drama, music, literature and the visual arts express the feelings and perceptions and sensibilities that lie at the heart of human experience. Art is also an educational process for developing creative talents and skills that may not be realized through traditional methods of teaching. The educational and rehabilitative benefits of the arts are most obvious in people with special needs.

Educational research has proven that music improves mathematical ability. Dance builds rhythm and motor skills. Drama encourages communication and interaction. Writing increases verbal skills and powers of concentration. The visual arts develop aesthetic awareness and sensitivity. It is most important to realize that artistic endeavors nurture independence and self-worth—qualities that promote achievement and enhance well-being in every realm of life. By fostering educational and rehabilitative skills, Very Special Arts (VSA) programs help pave the way for people with special needs to enter the mainstream of society.

Mission

1. Develop quality, ongoing, statewide arts programming which integrates individuals disabled and nondisabled.

2. Foster and maintain cooperation with organizations and individuals in the development of arts opportunities for persons with disabilities.

3. Provide arts-related training and technical assistance to those who currently or potentially can provide services for persons with disabilities.

4. Create a general awareness of the need for and benefits of arts opportunities for persons with disabilities.

Long Range Goals: Very Special Arts Oregon has been implementing a long range plan (1990-95). Specific, detailed, measurable objectives have been developed and are in the implementation/revision process to meet the following five long range goals:

1. Very Special Arts/Oregon will increase its financial resources to meet program, public awareness, and staff needs over the next five years.
2. Very Special Arts/Oregon will have a full-time executive director by 1995.
3. Very Special Arts/Oregon will strengthen program, visibility, and client base over the next five years.
4. Very Special Arts/Oregon will establish Board development as a continuing priority.
5. Very Special Arts/Oregon will create a position of program coordinator by 1995.

Description

Annual Very Special Arts programming includes teacher inservice training and workshops in the creative arts, artist in education residencies in special education and resource classrooms, providing information, resources and consultations to special education and art teachers, and working with schools and communities to develop both physical and programmatic access to the arts to promote compliance with the Americans with Disabilities Act of 1990. At the heart of the Very Special Arts program is the VSA Festival which represents the culmination of year-round programming in the arts and features performances, exhibitions, demonstrations, workshops, and hands-on arts activities.

Very Special Arts Oregon provides coordinated programming and outreach throughout specific regions of the state. Eight geographic regions have been established. To date, six of those regions are providing Very Special Arts services with the assistance of a volunteer committee and a volunteer district/local coordinator.

As a nonprofit 501 (c)(3) organization, a board of trustees oversees Very Special Arts Oregon programs and operations. The executive director, under the direction of the board, directs program and financial development for the organization statewide.

Budget Information: Combined state and local cash and in-kind income for the VSA 1993 program year was $76,400 of which $39,900 was cash and $36,500 was in-kind. Significant sources of in-kind contributions include the Oregon Department of Education, $8,000; state and local arts councils, $3,000; and Legacy Health Systems, $15,000 for the Alzheimer's and Arts Project. Significant sources of cash support include foundations and trusts, $6,900; local businesses, $4,200, national Very Special Arts, $15,000; and fundraisers contributing $4,400.

Relationship to 21st Century Schools

Oregon's new CIM (Certificate of Initial Mastery) foundation skills states that students will "interpret human experience through literature and the fine and performing arts." CIM requires that all students, including those with physical, emotional and learning challenges, demonstrate a level of proficiency in the fine and performing arts. Very Special Arts has the unique ability and experience to provide arts training and adaptive curriculum to assist educators in meeting these new arts requirements.

During 1994 VSA Oregon offered as part of their "Arts and Learning Disabilities" summer training institute for educators, artists and others, a workshop on the findings of the SPAN (student performance assessment network) and the supported education groups focusing on the arts-related CIM outcome. ODE presenters then connected the findings to the development of specific task and performance criteria and adaptations being designed for students in special education programs.

The programs/products of Very Special Arts Oregon produced by special education students may be particularly relevant to student assessment and the creation of student portfolios.

VSA Oregon also designated staff time during 1993-94 for participation in the development of CAM (Certificate of Advanced Mastery) endorsement outcomes in the area of "Arts and Communications." This involvement ensured that the unique considerations of special education students were not ignored during the initial CAM outcome discussions.

Some 350 special education students transitioning from metropolitan Portland high schools into the job market benefit from a collaborative program between Very Special Arts Oregon and ITT Technical Institute.

Outcomes

During 1993 and 1994, Very Special Arts Oregon programs reached over 5,000 Oregon students, educators, and disabilities service providers.

Notable programming by Very Special Arts Oregon during this time period, in addition to arts festivals and training, has included establishment of Very Special Arts Clubs in several communities across the state which provide organized, integrated, year-round arts classes and social time designed to meet the recreational needs of young adults with disabilities. Arts classes have included music and movement, photography, pottery, folk dance, theater arts and craft activities.

A collaborative program between Very Special Arts Oregon and ITT Technical Institute has become an annual event in metropolitan Portland for students transitioning from high school into the job market. The VSA/ITT Career Fair emphasizes career readiness and job skills practice through specially designed technical and arts workshops. These workshops are presented by the artists of Very Special Arts and the staff of ITT Technical Institute. In conjunction with the event, ITT Tech offers a full scholarship to an eligible student with special educational needs. The event involves over 350 special education students from Portland, Gresham, Lake Oswego and Beaverton schools, their teachers, local artists, and 100 volunteers from ITT Technical Institute.

Future Plans and Issues

The most significant issue impacting Very Special Arts program development and outreach is the need for a stable source of funding for administrative overhead. Corporate sponsors and charitable trusts and foundations often fund

innovative programs like those provided by Very Special Arts. However, they are reluctant to fund a program's administrative costs.

As the Department of Education works to implement educational reform through the 21st Century Schools Reform effort, it is hoped that Very Special Arts will be viewed as a partner in developing specific arts programs to facilitate portfolio assessment and outcome based educational goals.

MEDICAID AND THIRD PARTY BILLING PROJECT

Purpose of the Program

School districts are required to provide medical services related to evaluation and health related services to children eligible under the Individuals with Disabilities Education Act (IDEA). School districts must prepare an Individualized Education Program (IEP) for each child eligible for services and identify all special education and related services. Services that are specified in the federal Medicaid statute to be medically necessary by the state Medicaid agency may be reimbursed by Medicaid. The number of children qualifying for these services, the severity of their disabilities, and the expense of medical evaluations and treatments have caused costs to escalate.

Medicaid is a federal and state program designed to pay for medical and health-related services for low-income individuals.

A study of private insurance coverage of Oregon school children indicates that approximately 20,000 students are receiving services that may be reimbursable to schools. Many of these services would be required to be covered by private insurance if the child was not receiving them through school.

In October of 1989, at the direction of the legislature, the Oregon Department of Education (ODE) and the Department of Human Resources (DHR) entered into an interagency agreement to develop a way to employ Medicaid as a funding source for health-related services provided by schools. Medicaid is a federal and state program designed to pay for medical and health-related services for low-income individuals. Oregon's current rate is 62 percent federal funds, and 38 percent general funds. There is no cap on total expenditures that may be reimbursed by the federal government.

Description

In 1991, the Oregon Medicaid Assistance Program (OMAP) requested a State Plan amendment that added school-based health services to the list of covered Medicaid services. This was intended to improve the ease of billing for school services. The Title XIX Rehabilitation Service option, approved by the Health Care Financing Administration (HCFA) implemented in September 1991, packages medically-related IEP services into new school-based health service codes. This allows for a much larger array of reimbursable services including nursing services, psychological services, expanded OT/PT services, evaluation services, contracted evaluation services, delegated health care aide or transport attendant and medically necessary transportation mileage.

The *School-Based Health Services Administrative Rules Guide*, published in September 1991, addresses the scope of health services provided for Medicaid children with disabilities in the *special* education setting. Medicaid rules require that providers of health and medical services be state licensed or otherwise certified. School medical providers (SM) send claims directly to OMAP or

through a third party billing agent. Payments are made directly to the schools as the performing provider — "School Medical (SM) provider of services."

The Office of Medical Assistance Program, Oregon's Medicaid agency, has provided a Medicaid specialist who is stationed at the ODE to develop the billing system, train local school districts, and coordinate and oversee all activities necessary to implement this task. OMAP's Medical Management Information System (MMIS) receives and processes claims for reimbursement to school providers. Schools have the option to bill on paper, by electronic media or through a third party billing administrator.

Medicaid Program Review — Quality Assurance Process

Outcomes: OMAP/ODE developed a process that evaluates how well the provider is following the conditions of the Medicaid School-Based Health Services program. This process is designed to assist the SM provider and to pinpoint problems possibly resulting in future financial penalties. The ODE monitoring process includes Medicaid program reviews for districts billing Medicaid. The review process looks at how a program implements covered documented services, qualified staff and other compliance issues related to the administrative rules. The main purpose of the reviews is to guard against potential audit risks from Medicaid. Schools are encouraged to work toward successful and appropriate billing of Medicaid dollars. Technical assistance is provided by ODE to all districts.

- Since the implementation of the school-based health services program in September 1991, the number of active providers has increased from 19 to approximately 50 districts and programs. To date, over $10 million was paid in claims to school districts in Oregon.

- The ODE established a Policy Advisory Committee on Medicaid billing to make recommendations regarding use of private insurance, parent consent, staff licensure requirements, confidentiality issues, rates and health reform activities.

The following districts and programs were reported as actively pursuing Medicaid reimbursement as of September 1993:

Alpine SD
Alsea SD
Bandon SD
Barlow-Gresham SD (HCA)
Beaverton SD
Bellfountain SD
Bend-LaPine SD (HCA)
Bethel SD
Canby Elementary SD
Cascade Regional Program (HCA)
Centennial Elementary (HCA)
Central Linn SD
Central Oregon Regional Program (HCA)
Chenowith SD
Clackamas ESD Program (HCA)
Coos Bay SD
Coos ESD
Corvallis SD (HCA)
Crane School
Creswell School
Culver SD
David Douglas SD (HCA)
Deschutes ESD SD (HCA)
Douglas ESD
Dufur SD
Eagle Point SD
Eastern Oregon Regional Program
Eugene SD (HCA)
Farm Home Jr./Sr. High School (HCA)
Fern Ridge SD
Gladstone SD
Grants Pass SD
Greater Albany SD
Harney ESD
Harney SD #3
Harrisburg SD
Hillsboro Elementary SD (HCA)
Hillsboro UHSD (HCA)

Hood River County Schools
Jackson ESD
Jefferson County SD (HCA)
Jefferson ESD
Josephine County SD
Junction City SD (HCA)
Klamath County SD
Klamath Falls City SD (HCA)
Lane County Regional Program
Lane County SD
Lane ESD
Lebanon SD (HCA)
Lincoln County Regional Program (HCA)
Lincoln County SD (HCA)
Linn-Benton ESD
Linn-Benton Regional Program
Lowell SD
Mapleton SD
Marcola SD (HCA)
Marion ESD
Marion ESD EI
Maupin SD
McMinnville SD
Mid-Oregon Regional Program (HCA)
Monroe Elementary SD
Multnomah ESD (HCA)
Multnomah ESD Regional Program
Myrtle Point SD
Newberg SD
North Bend SD
Oakridge SD
Oregon City SD (HCA)
Oregon School for the Blind (HCA)
Oregon School for the Deaf (HCA)
Petersburg SD
Philomath SD
Pleasant Hill SD (HCA)
Polk ESD
Portland Public Schools (HCA)
Portland SD (HCA)
Portland SD Regional Program (HCA)
Redmond SD (HCA)
Roseburg Public Schools
Salem/Keizer SD (HCA)
Sandy Elementary SD (HCA)
Sherwood SD
Sisters SD (HCA)
Sodaville SD
South Lane SD (HCA)
Southern Oregon Regional Program
Springfield SD
Sutherlin SD
Sweet Home SD
Tennessee SD
The Dalles SD
Tigard SD
Umatilla SD
Union ESD
Union ESD EI
Wamic SD
Wasco ESD
Washington ESD (HCA)
Willamina SD
Yamhill ESD (HCA)

Future Plans and Issues

The Handicapped Child Fund, which was set aside to cover the state General Fund program, was nearly exhausted by the first year of the biennium. This required the Oregon Department of Education to identify other funds. A new match procedure was implemented in which match funds are subtracted from each district's state aid payment.

An Ed-Net tape is available through the ODE Office of Special Education. The title of the tape is: *"Making Medicaid Work for You: The School-Based Health Services Program and Medicaid, a Funding Source."*

ASSISTIVE TECHNOLOGY

Purpose of the Program

In 1990, the passage of the Individuals with Disabilities Education Act (IDEA) mandated that "if a child with a disability requires assistive technology devices or services in order to receive a free appropriate public education, the public agency shall ensure that the assistive technology devices or services are made available to that child, either as special education, related services or as supplementary aids and services that enable a child with a disability to be educated in regular classes." As the number of specialized technology tools for students with disabilities has increased, school staff have been required to learn many new skills in order to meet this mandate. At the district level, numerous questions have been raised regarding compliance with the law and funding options for individual students.

Assistive Technology can allow a student with no speech ability to "talk" using a computer.

For the last six years, the Office of Special Education's efforts to help make assistive technology available to students with disabilities have been carried out by the Oregon Technology Access Program (OTAP). The program is housed at Douglas Education Services District in Roseburg and provides training, technical assistance and support services throughout the state.

Description

Assistive technology is defined as any item, piece of equipment or product system that is used to increase, maintain or improve functional capabilities of children with disabilities. Assistive technology can impact the life of any student with a disability. It can allow a student not capable of talking to speak and talk using a computer. It can allow a blind student to read using computers or special magnifiers. It can allow a student with a learning disability to write and spell effectively using word processors, spell checkers and special word prediction software.

Each of the over 50,000 students with disabilities in Oregon is eligible to receive assistive technology devices and services if they are needed for the student to benefit from the special educational program. Because assistive technology is so new, the challenge for LEAs is to determine which of these children would benefit from the use of technology and to provide teachers, support staff and families with the training and technical assistance they need in order to help a student use assistive technology as an effective tool.

During the 1993-94 school year OTAP received 1,357 requests for service. Thirty large group assistive technology training sessions were produced by OTAP staff. These sessions were attended by 1,291 educators and parents. OTAP maintains a loan library of equipment which can be checked out for trial with a particular student. During the 1993-94 school year 393 loans were made. During 1993, requests for service, training and loans increased by 72 percent over 1992.

OTAP was originally funded in 1988 by a two-year federal grant to the ODE to develop a statewide system of assistive technology assistance. For the past four years, it has been jointly funded by the ODE and Oregon's Technology Access for Life Needs Project (TALN), a federally funded project through the Vocational Rehabilitation Division.

Relationship to 21st Century Schools

For many students with disabilities, the use of assistive technology will be the critical factor in enabling them to complete CIM and CAM. Assistive technology allows many students to achieve each learning outcome and demonstrate learning in an alternative format. For other students with disabilities, assistive technology allows children "to develop their unique abilities regardless of circumstance." Last, assistive technology helps educators to develop individualized instruction in a developmentally appropriate manner for each child with a disability.

Outcomes

Each student who uses assistive technology receives unique benefits. The most meaningful outcome data reports the qualitative differences that the use of special technology tools make in the lives of students with disabilities. Below are two letters which describe these qualitative differences. The first is from a parent of a student with multiple disabilities. The second is from a high school student with severe learning disabilities.

About Asha: *Asha is in the fourth grade. She has cerebral palsy and uses a wheelchair. She also has a vision impairment. She uses a computer to do all her written school work and many of the activities that her peers complete using their hands.*

From Asha's Mom: *Having a computer and a printer has been wonderful for Asha. She has an outlet for her creativity and meaningful activity for her time. Her math and reading have improved. She has several educational computer programs which she loves. Asha also keeps a journal and will be able to look back and see what she did. Her older sisters each have written diaries. Asha's is on the computer.*

Asha learned KidPix and has created artwork used to decorate her room and the house. She still enjoys coloring but realizes her drawings are not recognizable to others. So, being able to keep up with her fourth-grade sister's decorating has been a treat. She also made invitations for the Halloween party using PrintShop.

I think the computer has completely changed Asha's life. She has a way to communicate to the world, listen to her own writing and explore subjects she could not explore by using books.

About Kevin: *Kevin is a high school student. He has severe learning disabilities and has a great deal of trouble completing written work. Despite these limitations, he loves to do creative writing and is on the staff of the school newspaper. The following letter is from Kevin.*

Letter from Kevin: *I have now been using this Macintosh for several years. I cannot begin to tell you what an important tool it is to me. I use it at least five times a week (during the school year).*

I am an A and B student. Without this computer, I cannot pursue my studies or express myself in literature class. I also use this computer when I write editorials for the school newspaper.

At high school we use Macintosh computers both in desktop publishing and to write articles for our literature classes. It is a blessing that I have the use of this computer because I am able to work both at home and at the computer lab at school. I challenge myself and live a busy life.

Sincerely, Kevin Wikoff

Future Plans and Issues

As school districts in Oregon become more aware of the assistive technology needs of their students and as more and more of these students are included with their non-disabled peers, the demands on the Oregon Technology Access program are rapidly increasing. The 72 percent increase in the demand for service during the past year is representative of the increase which can be expected during the next two years. While OTAP staff are committed to the concept of enhancing local resources, the rapid growth of the program will present some specific challenges in the near future.

For some children who cannot speak, the wait to find out if they can use a talking computer can be up to a year.

Challenge #1: Increased Demand for Loan Equipment

Initial funding for the OTAP loan library was provided through two separate grant projects from the federal government. Since the initial library collection was purchased, funds have been leveraged from a number of different sources. In addition, some vendors of adaptive equipment are willing to place loan equipment in the library at no cost in order to make it available for districts to consider. Despite extensive use of these resources, there is a current need to upgrade and enhance the equipment in the OTAP preview library. Some items in the library have a waiting list of as long as 18 months. For some children who cannot speak, the wait to find out if they can use a talking computer can be up to a year. No child should have to wait that long to talk. Additional resources to upgrade the OTAP library will need to be identified in the next two years.

Challenge #2: Increased Demand for Service to Children in Specific Disability Categories

OTAP services are provided upon request. Initial demand focused on services to children with physical disabilities and to non-speaking children who needed augmentative communication. During the past year, requests from specialists who work with children with hearing impairments, vision impairments and learning disabilities have increased dramatically. In addition, the development of a statewide system to provide early intervention and early childhood special education services has impacted OTAP. During the next two years, special attention will be given to developing training opportunities and adding loan equipment which meet the special needs of these populations.

Challenge #3: Increased Accessibility to All School Programs

One of the ongoing activities of the OTAP program is to develop and distribute information regarding a statewide network of technology specialists who can be available to work with local school staff when questions of assistive technology arise. Over fifty individuals around the state have received advanced technology training from OTAP during each of the six project years. As the need for information and technical assistance regarding assistive technology increases, the need to expand this network becomes more urgent. During the next two years, the project will attempt to increase accessibility by including additional local consultants on the Statewide Assistive Technology Team.

NATIONAL TEACHER EXAMINATION

The Oregon NTE Study: Alternative Certification in Special Education

The state of Oregon completed a year-long preliminary evaluation study funded by the U.S. Office of Special Education Programs. The study assessed the impact and effectiveness of programs, policies and procedures assisted under the Individuals with Disabilities Education Act. The investigation addressed alternative teacher certification procedures. The study provided information needed for state-level decisions on the use of the National Teacher Examination (NTE) as a vehicle to add special education endorsements to the basic teaching certificate. The Oregon State Department of Education in cooperation with the state licensing authority (Teachers Standards and Practices Commission, TSPC) and higher education (Teaching Research Division of Western Oregon State College) conducted the study.

Alternative teacher certification offers a possible solution to getting more "qualified" persons to become teachers. In the case under investigation, an additional endorsement can be added for persons with a valid Oregon teaching certificate and a passing score on the NTE in special education. There is an apparent shortage of qualified special education teachers. It is an inexpensive approach for both the teacher and the district.

The arguments against allowing the test scores to be used to award the special education endorsement come mainly from the universities and colleges and some of the larger school districts. Higher education representatives argue that a directly supervised experience with disabled students through practicum and student teaching is necessary to qualify for the special education endorsement.

The lack of readily available data to make judgments about the use of scores from the NTE gives rise to the critical issue. Implications for quality surround the addition of the special education endorsement through the NTE route. The feasibility study gathered demographic information about teachers, conducted surveys and semi-structured interviews and designed an extended evaluation. A sample of NTE test takers and a representative sample from a pool of traditional graduates from approved programs participated in the investigation.

FINDINGS: The information gathered and discussed by the three cooperating agencies and the Advisory Design Group became quite complex. Issues fundamental to Oregon's concerns about recruitment and retention in special education were discovered. The federal legislation, the IDEA, requires that each state "ensure an adequate supply of qualified personnel" through their Comprehensive System of Personnel Development (CSPD). This study arose as an integral component of Oregon's efforts regarding qualified personnel. The information went beyond "How well teachers do in the classroom when they obtain their endorsement by passing a test." The study surfaced concerns about the role of nontraditional approaches to certification and licensure; i.e., alternative certification. The initial quest focused on what a test score has to do with demonstrating being a qualified special education teacher. It gradually turned to how to attract and keep qualified personnel, given some of the obstacles that were identified in the feasibility study.

Information collected during initial qualitative interviews was crafted into two unique composite descriptions of the teachers interviewed—Roberta and Sally. They are not young graduates, in their early twenties, just out of school, and beginning their careers. They are at mid-life and are engaged in career shifts.

Their entry into special education was somewhat nontraditional. Going back to school full-time is not feasible. Each of the six teachers was over 30 years of age. Their experiences highlight our first understandings about alternative certification and the larger issue of recruitment and retention. Our early view was limited and simplistic.

Early View: Teachers taking the NTE in special education to obtain their Handicapped Learner I endorsement might not be considered "qualified" because they had not learned the foundations of learning, or gained a broad understanding of the education process for students facing unique challenges. A characteristic view was that they were essentially unqualified to teach and should not go into the field as special education teachers.

It was as though these teachers were cheating the system by avoiding necessary coursework and practicum experiences, by taking a paper-pencil test and going directly into special education settings. They were skipping out on all of the practicum and coursework requirements that more "serious" student teachers completed. The NTE alternative was and likely still is viewed as the "bargain basement" approach or the mail-order certificate.

Evolving view: There is a need for nontraditional routes into the field of special education. Concerns about maintaining an "adequate supply of qualified personnel" suggest that recruitment and retention may be our greatest need in the coming century. Furthermore, traditional routes to licensure and current views of teacher preparation may discourage talented and potentially qualified professionals from pursuing a career in special education. In fact, some may enter with a basic endorsement only to leave the field when required coursework for a standard certification is not accessible.

This project runs for two years. Additional findings related to licensing special education teachers will be available in the summer of 1995. The project staff and the advisory design group will review findings and make recommendations in September of 1995.

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